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ABSTRACT

This paper on teacher hiring for 1989-90 addresses differences among the geographic regions of the province of Alberta, as well as the differences between the urban and rural school boards regarding the proportion of new teachers on staff, teacher turnover, teacher vacancies, teacher recruitment, teacher mobility, teacher hiring by specialty areas, and the age and gender of teachers hired. A map is provided showing the education zones and the urban centers in Alberta. The report is divided into five chapters: (1) an executive summary; (2) introduction; (3) implications of the results of the Conference of Alberta School Superintendents' Survey (CASS) Survey; (4) highlights of the results of the CASS Survey; and (5) a provincial summary of superintendents comments. Appendixes A-J include provincial results; comments and results from major urban boards and zones 1-6; the survey instrument; and information on the Alberta Teaching Force, 1981-1990. (LL)

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A SNAPSHOT OF TEACHER SUPPLY AND DEMAND IN ALBERTA 1989/90

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A SNAPSHOT OF TEACHER SUPPLY AND DEMAND IN ALBERTA 1989/90

Results of the Conference of Alberta School Superintendents' Survey on Teacher Hiring

A project of the Cooperative Committee on Research in Teacher Education (CCRTE)

Planning and Information Services Division
Alberta Education
June, 1990

A SNAPSHOT OF TEACHER SUPPLY AND DEMAND IN ALBERTA: 1989/90

Results of Conference of Alberta School Superintendents' (CASS) Survey on Teacher Hiring for 1989/90

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I. EXECUTIVE SUMMARY

The results of the Conference of Alberta School Superintendents' (CASS) Survey on Teacher Hiring for 1989/90 illustrate the differences among the geographic regions of the province and between the urban and rural school boards regarding on the proportion of new teachers on staff, teacher turnover, teacher vacancies, teacher recruitment, teacher mobility within Alberta, teacher hiring by specialty areas as well as the age and gender of teachers hired. (The map provided on the title page shows the education zones and the urban centres in Alberta.)

1. New Teachers as a Proportion of Teaching Staff

The approximately 3,300 new teachers hired by Alberta public and separate school jurisdictions in 1989/90 represented 11.6% of the provincial teaching force of nearly 28,500.

The proportion of all staff that were new teachers was highest in the northern part of the province (Zones One and Two) and lowest in the south (Zone Six) and in the Major Urban Boards (Edmonton and Calgary).

2. Teacher Vacancies

Of nearly 3,500 vacancies reported across the province, 80% were due to teacher turnover, 15.5% to enrollment increases, and the balance were the result of new programs or program expansion. The most frequent reasons for turnover were teachers leaving to relocate (33.4%), and leaves of absence (23.5%). Retirement accounted for 9% of the vacancies.

The proportion of vacancies due to teachers leaving to relocate ranged from over 40% in the north to 6.5% in the Major Urban Boards. The majority of superintendents (62.5%) said that they had more vacancies in 1989/90 than in the previous year. Greater opportunity for teachers to relocate was the explanation most frequently cited.

More than 20% of the vacancies in Zone Five and in the Major Urban Boards resulted from enrollment increases; while in the north, enrollment growth accounted for fewer than 7% of the vacancies.

The proportion of vacancies because of leaves of absence was highest in the south and lowest in the north. The proportion of vacancies because of early retirements ranged from 9.0% in the Major Urban Boards to 2.8% in northern Alberta (Zone One).

3. Teacher Recruitment

The major sources for teachers hired in 1989/90 were relocation from within Alberta (28.8%), new Alberta graduates (24.2%), and substitute staff (16.3%). Other sources included experienced teachers and new graduates from out-of-province, and teachers returning from leave or re-entering the profession.

Of the 3300 teachers hired in 1989/90, nearly 950 were moving from one board to another within the province. Almost half of all relocating teachers (from other Alberta boards and from out of province) were hired by the Major Urban Boards and Zone Three, and a quarter were hired in the north (Zones One and Two).

Just over half of the Faculties of Education graduates were hired as new teachers in Alberta. Of the 801 new Alberta graduates hired, 62.7% were from the University of Alberta, 19.4% from the

University of Calgary, 11.6% from the University of Lethbridge, and 6.4% from Faculte St. Jean. New graduates tended to take positions in the geographic area of the university they had attended.

The proportion of new teachers hired from substitute lists was highest in the Major Urban Boards (27.7%) and lowest in Zones One, Two and Five (fewer than 7% in each of these zones).

Boards in the north had the highest proportion of new teachers who were graduates from outside Alberta; boards in the south had the lowest. The proportion of new teachers who were relocating from outside Alberta was highest in the north and lowest in the Major Urban Boards.

More than half of the respondents (58.6%) and 70% of those in the north said they had more difficulty filling vacancies in 1989/90 than in the previous year. Superintendents commented that there were fewer quality applicants, greater competition among boards, and perennial problems in filling French Immersion positions. Twenty superintendents (18%) reported they had vacancies they were unable to fill.

4. Teacher Hiring by Specialty Area

Of nearly 3,300 teachers reported hired, 922 were Elementary Generalists. Specialty areas with the most new teachers were Special Education (336.1), French Immersion (314.2), English/Language Arts (207.4), and Fine Arts (179.3). Subject areas with the fewest new teachers were Physics, Languages other than English or French, Chemistry, Integrated Occupational Program and English as a Second Language (fewer than 25 in each area).

Teachers of French (particularly French Immersion) were cited most frequently as being difficult to recruit. Among other subjects identified as difficult to fill were Special Education, Music/Band, Science, Guidance, Vocational Education, Industrial Arts, and Home Economics. Teacher Librarians, Guidance Counsellors and teachers of French were cited most frequently as areas that could not be filled.

Nearly two-thirds of superintendents (65.4%) said ECS/Elementary Generalists were the least difficult positions to fill; other subject areas frequently cited as easy to fill were Social Studies, Language Arts and Physical Education.

Thirty percent of respondents indicated they had reassigned or transferred teachers to staff areas that were difficult to fill. This practice was most frequently reported in Zones One and Five, and least frequently in Zone Three. French, Senior High Math/Science combinations, Guidance, Special Education and Home Economics were the subject areas most frequently involved in such arrangements.

5. Age and Gender of Teachers Hired

There were no significant differences among zones regarding the age of teachers hired. Teachers hired were typically in the younger age groups (more than half were age 30 or under; only 5% were age 46 or older).

Women constituted 72% of teachers hired in 1989/90, while only 62% of all teachers in Alberta are women. The proportion of women hired was fairly consistent across all age groups, but varied by region, ranging from 77% in the Major Urban Boards to 63% in the north (Zone One).

II. INTRODUCTION

Purpose of the CASS Survey of Superintendents on Teacher Hiring for 1989/90

In the Spring of 1989 the Conference of Alberta School Superintendents (CASS) decided to survey its members on their experience filling teaching vacancies for the 1989/90 year. Superintendents were reporting having difficulty finding teachers, particularly in rural areas and in some subject specialties. The CASS Executive had discussed these concerns with the deans of the Faculties of Education and the Minister of Education. More information was needed to define the specific problems and work on solutions. The intent of this survey was to gather additional information to document the nature and extent of the difficulties superintendents were experiencing.

Comprehensive Study of Teacher Supply and Demand in Alberta

At the same time, a comprehensive, collaborative study of various aspects of teacher supply and demand was being undertaken by the Cooperative Committee on Research in Teacher Education (CCRTE), an Alberta Teachers' Association committee with representatives from the Alberta School Trustees' Association, Alberta Education, and the Faculties of Education at the University of Alberta, the University of Calgary, and the University of Lethbridge, with Alberta Education providing project management services. CASS decided to conduct its study as one of the CCRTE projects. The other projects include surveying former teachers on why they left teaching, surveying active teachers on their job satisfaction and career plans, and contributing to the development of the forecast of teacher demand and supply in Alberta.

Research Methods for the 1989 CASS Survey

A survey instrument which asked about teacher vacancies and hiring practices for 1989/90 was designed by CASS and Alberta Education staff and approved by the CASS Executive and CCRTE. A copy of the instrument is provided in Appendix I of the report. CASS mailed the questionnaire to all superintendents of public and separate school boards in June 1989. By November 1989, two thirds of the jurisdictions had reported; by January, 1990, the response rate was nearly 100%. CASS delivered the responses to Alberta Education as they were received. Research staff in Alberta Education's Planning and Policy Secretariat aggregated and analyzed the results.

In addition to summarizing the overall results of the survey, the report also presents the results by CASS/Alberta Education Zones (see map) excluding the Edmonton and Calgary boards and by the major urban boards to give a more complete picture of the teacher hiring situation throughout the province. The analysis of the results by zones and major urban boards permits the differences among regions in the province and between the large urban areas and the rest of the province to be identified. The high response rate gives a high degree of confidence to the results by region as well as to the provincial summary.

Alberta Education research staff contacted jurisdictions to correct, if possible, any errors identified in the responses. All responses have been included in the reporting of results, although some omissions and minor inaccuracies remain in some of the responses. It was determined that including all responses would give a more complete picture of the hiring of teachers for 1989/90 than including only those responses that were entirely complete and accurate and would introduce only a small error rate. It is recognized that, depending on when the questionnaire was completed, some jurisdictions reported on the hiring situation prior to the opening of the 1989/90 school year, while others also reported on the hiring that continued into the school year. It is also recognized that the questionnaire was complex and subject to divergent interpretations on the part of the respondents. Clarifications were provided whenever requested; nonetheless it is acknowledged that there is some inconsistency in the responses from board to board. Despite these minor problems in the data, the overall results provincially and by zones and urban boards give a comprehensive picture of the situation regarding the hiring of teachers in Alberta for the 1989/90 year.

Use of the Results of the 1989 CASS Survey of Superintendents

The results have been helpful in confirming and supplementing Alberta Education's 1989/90 information on teacher turnover and new teachers, quantifying common knowledge about teacher turnover, teacher vacancies, and teacher hiring as well as providing new information on these subjects. The results were an important source of information in developing the teacher demand and supply forecast and continue to be useful as background to the on-going discussions of and development of strategies to meet the increasing demand for teachers in Alberta.

The report is available to the educational community in Alberta from CASS, at 343-0152 in Red Deer and from the Planning and Information Services Division of Alberta Education, at 427-2991 in Edmonton.

Acknowledgements

CCRTE wishes to acknowledge the contributions of two of its members, Marvin Bruce, Executive Director of CASS and Elaine Solez, Planning Consultant in Alberta Education's Planning and Information Services Division, for their work in carrying out this study. Special acknowledgement is in order to Pat Ehman, Research Officer in the Planning and Information Services Division, for his invaluable help in analyzing the results and preparing the final report. The assistance of a number of other Alberta Education staff members on various aspects of the study is also appreciated.

III. IMPLICATIONS OF THE RESULTS OF THE CASS SURVEY

The results of the CASS survey were reviewed at the March 1990 meeting of the Cooperative Committee on Research in Teacher Education (CCRTE) as part of its Teacher Supply and Demand Study. At that meeting, committee members and their colleagues were asked to review the material and comment on the implications of the results for education in Alberta to be included in an issues section of the report. A number of comments were received from committee members and others in the educational community in the province. The results of the survey have implications for the selection of teacher education students, for teacher preparation programs, and for the recruitment, professional development, and retention of teachers. The results have implications for all sectors of the educational community: government, Faculties of Education, and stakeholder organizations.

Many readers were surprised at the high number of education graduates from Alberta Faculties of Education who do not enter teaching. Fewer vacancies than expected were filled by those graduates. The results have stimulated interest in why so many education graduates decide not to teach in Alberta. Interest has also been expressed in making efforts to increase the proportion of new education graduates who enter teaching by focusing on what changes to Faculties of Education admission considerations, teacher preparation programs, school jurisdiction recruitment strategies, and to the role and status of teachers could improve the participation rate.

The results have sparked interest in what can be done to attract education students to prepare to teach in high-demand subject areas, such as French, music, and science, and what can be done to retrain current teachers to teach these high-demand subjects.

The results have also generated interest in what might be done to attract teachers to rural boards in the north. Some of the proposed suggestions include offering teacher training and more student practicum placements in the north and offering financial incentives, such as student loan forgiveness, to teachers who agree to teach in a rural area for a specified number of years. Suggestions such as these need to be given consideration by education policy makers and budget planners in government, in school jurisdictions, and in Faculties of Education.

Concern has again been raised about the effect of the new admission quota at the University of Alberta Faculty of Education on the number of new teachers that will be available in Alberta. More not fewer teachers will need to be prepared to meet the demand for teachers in Alberta schools.

The survey results suggest that high-ability high-school students in Alberta should be encouraged to consider teaching as a career. There may be a lingering general perception that teaching positions are hard to find in Alberta and that needs to be dispelled.

The results of the survey indicate that many substitute teachers are being hired into regular teaching positions. As a consequence, this pool of available teachers is being depleted, and fewer candidates from this source will be available to fill vacancies in future years. Moreover, the reduced availability of substitutes has implications for school and jurisdiction operations and in-service and other professional development programs. If substitutes are in short supply, administrators may have a harder time locating substitutes when needed, in-service training may be curtailed, and teachers may have fewer opportunities to participate in some professional activities or professional development programs.

The CASS survey results have generated concern about the turnover of teachers--why do teachers leave the profession, relocate, take leaves of absence, retire early? There is interest in focusing efforts on the retention and re-entry of teachers. What positive aspects of teaching can be promoted or increased to keep teachers in or attract former teachers back to the classroom? What negative aspects of teaching can be reduced to keep teachers from leaving or attract them back to teaching? For every teacher who stays in teaching, one fewer needs to be recruited. (Additional information on the reasons for teacher turnover is available in "Why Teachers Leave the Profession" by David Friesen, another recent CCRTE study which is available from the Planning and Information Services Division of Alberta Education, 427-2991.)

The results have also generated interest in finding out how long out-of-province teachers teach in Alberta and what is being done to acclimate new teachers from out of province, especially those from Quebec and the Maritimes, to Alberta's schools and curriculum, and to welcome them into the Alberta teaching force. If many of these teachers stay in the province for only a short time, some special efforts may be needed to facilitate their transition into and to retain them in the Alberta teaching force.

From the results of the survey it seems that a greater proportion of new teachers are women than their proportion in the teaching force overall. Perhaps teaching is becoming less attractive to men, and some consideration needs to be given to attracting males into the profession.

The results also give the impression that if the supply of teachers is not increased, a teacher shortage may develop in Alberta. Appropriate measures need to be taken by all partners in education in Alberta to ensure that there will continue to be an adequate supply of teachers in the province. (The forecast of teacher demand and supply, which was developed by Alberta Education and Advanced Education with input from CCRTE and other representatives in the educational community, analyzes the extent and nature of the shortage, drawing on the CASS Survey as well as a variety of other sources of information. The forecast is available from the Planning and Information Services Division of Alberta Education, 427-2991.)

It is apparent from the responses to the open-ended questions that school boards and superintendents are responding in innovative ways to the increasing difficulties encountered in teacher recruitment. Recruitment strategies have been altered and new ones devised to help deal with the situation. Perhaps more regional or province-wide strategies are also needed. The results of the survey may be of assistance in devising such strategies, as they illustrate some of the problems jurisdictions have in common and some successful approaches already in use.

IV. HIGHLIGHTS OF THE RESULTS OF THE CASS SURVEY ON TEACHER HIRING FOR 1989/90

1.1 New Teachers as a Proportion of Teaching Staff

Of nearly 28,500 teachers in Alberta public and separate schools, jurisdictions had to hire approximately 3,300 new teachers (11.6% of total staff) for the 1989/90 school year. Of the new teachers hired, 37% were hired by the major urban boards, 17.4% were hired in Zone Three, 13.1% in Zone One. Fewer than 10% were hired in each of the other zones.

New teachers were hired into vacancies resulting from turnover, as well as new positions resulting from enrollment growth and program changes. Zone One had the highest proportion of new teachers (23.1%), followed by Zone Two (16.0%). The proportion of new teachers in all other zones ranged from 9.0% to 12.6%.

Teacher Hiring, by Zone	# Teachers 1989/90	# New Teachers	% New Teachers
Zone One	1,894	437.8	23.1%
Zone Two	2,017	321.8	16.0%
Zone Three (excluding Edmonton)	4,825	573.2	11.9%
Zone Three (including Edmonton)	10,773	1,160.6	10.8%
Zone Four	2,912	282.0	12.3%
Zone Five (excluding Calgary)	1,681	212.1	12.6%
Zone Five (including Calgary)	8,744	843.1	9.6%
Zone Six	2,699	243.3	9.0%
Major Urban Bds.(Edm./Calgary)	12,911	1,216.2	9.4%
Provincial Total	**28,418**	**3,286.4**	**11.6%**

1.2 New Teachers by Jurisdiction Size

Type of Jurisdiction	# Teachers	# New Tchrs	Proportion
Major Urban Boards	12,911	1,216.4	9.4%
Other Urban Centres	5,424	631.0	11.7%
Rural Areas	9,872	1,439.2	14.6%

1.3 Jurisdictions With High (More than 19.0%) Proportion of New Teachers, By Zone (excluding jurisdictions with 10 or fewer teachers)

Zone	Jurisdictions >19%	Range of Rates
Zone One	11 of 17 (64.7%)	49.5% to 19.1%
Zone Two	5 of 20 (25.0%)	30% to 19.1%
Zone Three	6 of 34 (17.6%)	29.6% to 19.2%
Zone Four	3 of 15 (20%)	35.7% to 19.6%
Zone Five	3 of 16 (18.8%)	26.5% to 23.5%
Zone Six	1 of 34 (5.9%)	31.3%

1.4 Teacher Turnover

Turnover created 80% of all vacancies in 1989/90. Rates were lowest in Zone Six (7.9%) and in Major Urban Boards (8.1%) and highest in Zone One (19.3%) and Zone Two (15.1%). Turnover in all other zones was less than 10%.

Teacher Turnover, by Zone	Teachers 1988/89	Teachers Leaving	Turnover (Percent)
Zone One	1,794	346.7	19.3%
Zone Two	1,984	298.8	15.1%
Zone Three (excluding Edmonton)	4,610	437.7	9.5%
Zone Three (including Edmonton)	10,166	873.2	8.6%
Zone Four	2,194	196.9	9.0%
Zone Five (excluding Calgary)	1,615	148.5	9.2%
Zone Five (including Calgary)	8,438	713.0	8.4%
Zone Six	2,656	210.5	7.9%
Major Urban Boards	12,379	1,000.0	8.1%
Provincial Total	27,232	2,639.1	9.7%

2. **Reasons for Teacher Vacancies** (expressed as % of all vacancies by zone)

Zone Reasons	Zone One	Zone Two	Zone Three	Zone Four	Zone Five	Urban Six	Prov. Bds.	Total
Enrolment Increase	6.7%	6.6%	15.0%	11.1%	24.2%	8.8%	21.8%	15.5%
New Programs	5.2%	5.3%	6.6%	8.3%	3.3%	5.0%	2.3%	4.5%
Program Changes	5.3%	4.1%	2.5%	1.2%	2.1%	3.3%	0.1%	2.0%
Promotions	3.7%	3.2%	1.9%	1.8%	1.2%	2.5%	1.2%	1.8%
Resignations:								
- To Relocate	46.7%	42.6%	31.9%	35.4%	20.0%	32.9%	6.5%	24.8%
- Leave Profession	3.1%	5.0%	4.4%	8.0%	3.5%	3.9%	3.8%	4.3%
- Retire Early	2.8%	3.8%	3.7%	4.5%	3.3%	7.3%	9.0%	5.9%
- Retire Regular	1.2%	2.4%	1.6%	5.0%	2.3%	4.9%	3.9%	3.1%
- Other	5.0%	1.2%	0.9%	0.9%	2.1%	1.3%	2.4%	2.1%
- Unknown	1.1%	0.5%	1.0%	0.7%	0.5%	—	18.6%	7.6%
Leave of Absence	10.6%	15.1%	20.1%	15.1%	15.5%	22.2%	19.0%	17.4%
Terminations	1.8%	0.5%	1.2%	0.4%	1.4%	0.4%	0.2%	0.5%
Tenure not Granted	5.4%	5.1%	4.6%	3.2%	3.7%	3.1%	3.2%	3.9%
Longterm Disability	1.4%	3.2%	3.3%	2.8%	1.2%	2.2%	8.0%	4.9%
Other	1.4%	1.4%	1.3%	1.6%	15.9%	2.1%	0.3%	1.9%
Total Vacancies	**438**	**370**	**592**	**279**	**214**	**262**	**1339**	**3488**

* Of approximately 3,500 vacancies reported, 24.8% were due to teachers resigning to relocate, 17.4% were due to leaves of absence, and 15.5% were due to enrollment increases.

* Zone Five (24.2%) and Major Urban Boards (21.8%) had the highest proportion of vacancies due to enrollment increases. Zones One (6.7%) and Two (6.6%) had the lowest.

* Zones One and Two had the highest proportion of vacancies due to teachers resigning to relocate (46.7% and 42.6% respectively). Major urban boards had the lowest (6.5%).

* Major Urban Boards had the highest proportion of vacancies due to early retirements (9.0%); Zone One had the lowest (2.8%).

* Zone Four had the highest proportion of vacancies due to new programs (8.3%); Major Urban Boards had the lowest (2.3%).

* Zone One had the highest proportion of vacancies due to program changes (5.3%); Major Urban Boards had the lowest (0.1%).

* Zone One had the highest proportion of vacancies due to promotions (3.7%); Zone Five and Major Urban Boards had the lowest (1.2%).

* Zone Six had the highest proportion of vacancies due to leaves of absence (22.2%) and Zone One had the lowest proportion (10.6%).

* Reasons for 18.6% of vacancies in major urban boards were unknown, due to incomplete reporting of data by some boards.

* Although the results would suggest that there were nearly 200 more vacancies than teachers hired, this is more likely due to reporting errors and to downsizing on the part of some boards than to a teacher shortage of that magnitude. While some vacancies did go unfilled, only 20 respondents reported that they were unable to fill all vacancies. The exact number of unfilled vacancies for 1989/90 is unknown.

3.1 Recruitment Sources for Teachers Hired into Vacancies, 1988/89
(expressed as % of all teachers hired, for comparison purposes)

Source	Zone One	Zone Two	Zone Three	Zone Four	Zone Five	Zone Six	Major Urban Bds.	Prov. %	Total #
New Graduate:Alberta	25.2%	25.6%	18.7%	30.4%	35.4%	27.1%	22.2%	24.2%	787.1
New Graduate: Other	6.9%	10.8%	5.6%	3.8%	3.7%	2.9%	4.0%	5.4%	177.1
Relocation: Alberta	30.9%	32.5%	34.2%	30.3%	35.0%	29.2%	22.3%	28.8%	947.4
Relocation: Other	18.9%	12.2%	8.3%	5.3%	8.7%	5.3%	3.6%	8.1%	267.3
Return from Leave	3.8%	1.3%	8.4%	7.3%	2.2%	10.2%	3.5%	4.9%	161.6
Re-enter Profession	5.2%	7.8%	5.0%	9.7%	5.8%	8.9%	0.7%	4.5%	147.1
Substitute Staff	6.9%	5.5%	13.1%	11.3%	6.0%	14.3%	27.7%	16.3%	538.1
Other	1.9%	1.2%	3.2%	1.7%	3.3%	1.6%	0.0%	1.4%	46.2
Unknown	0.4%	0.2%	3.7%	0.2%	0.0%	0.0%	15.9%	6.7%	219.5
Total Hired:	**454**	**344**	**578**	**261**	**213**	**241**	**1224**	**100%**	**3291.4**

* The major recruitment sources were as follows: relocation from within Alberta: 28.8%, new graduates: Alberta: 24.2%, and from substitute staff: 16.3%.

* Of the nearly 950 teachers who were relocating within Alberta, more were hired by the major urban boards (28.8%) and Zone Three boards (21%) and the fewest were hired in Zone Six (7%). Boards in Zones Four and Five each hired 8%; 11.8% were hired in Zone Two and 14.8% were hired in Zone One.

* The number of teachers hired from substitute lists was highest in the major urban boards (27.7% of all new teachers had been substitutes).

* Zone Two (10.8%) and Zone One (6.9%) had the highest proportion of new hires who were new graduates from outside Alberta; Zone Six had the lowest proportion (2.9%). Zone One (18.9%) and Zone Two (12.2%) also had the highest proportion of new hires who were relocating from outside Alberta; major urban boards had the lowest proportion (3.6%).

3.2 New Teachers From Alberta Universities

Source	Zone One	Zone Two	Zone Three	Zone Four	Zone Five	Major Zone Six	Urban Bds.	Prov. Total
U of A	91	59	94	48	25	5	180	502
U of C	15	13	2	19	45	8	53	155
U of L	5	12	1	12	5	52	6	93
Faculte St Jean	3	4	11	0	0	0	33	51
Total	**114**	**88**	**108**	**79**	**75**	**65**	**172**	**801**

* University of Alberta graduates were hired primarily in Zones One, Two and Three (including Edmonton); University of Calgary graduates were hired primarily in Zone Five (including Calgary); University of Lethbridge graduates were hired primarily in Zone Six.

* There are about 1500 graduates of Alberta Faculties of Education each year. The results of the survey suggest that many education graduates do not enter teaching in the province.

3.3 New Teachers From Out of Province

Hired From	New Graduates Out of Province	Relocation From Out of Province
British Columbia	3.0	41.1
Saskatchewan	56.0	59.5
Manitoba	5.0	11.7
Ontario	6.0	28.8
Quebec	69.3	35.0
Maritimes	27.5	35.4
United States	8.0	9.0
Other Countries	2.3	34.0

4. Teachers Hired into Vacancies by Specialties

Specialties	Zone One	Zone Two	Zone Three	Zone Four	Zone Five	Zone Six	Major Urban Bds.	Prov. Total
Generalists	181.1	98.2	164.5	72.0	96.6	61.3	335.7	996.8
E.C.S.	22.3	16.2	26.3	16.7	7.4	19.8	64.5	167.8
Eng./Lang.Arts	30.8	21.1	31.8	28.3	15.2	23.4	56.6	207.4
Social Studies	20.9	12.7	25.0	9.9	3.1	8.6	19.5	91.7
Mathematics	12.7	9.8	18.1	9.3	3.7	5.5	42.3	80.9
General Science	15.0	2.3	10.0	10.9	4.0	9.5	38.8	125.9
Chemistry	4.0	3.4	1.0	1.0	2.0	2.3	4.0	18.6
Physics	2.8	2.4	3.0	1.5	---	2.8	3.0	12.5
Biology	1.3	2.2	5.7	5.3	1.3	2.5	8.0	27.7
Fine Arts	13.0	11.8	29.0	15.5	6.2	21.6	82.1	179.3
Phys. Ed.	26.5	20.3	19.7	12.9	11.3	11.9	62.6	165.1
Special Ed.	26.5	26.5	47.4	23.0	14.6	25.1	170.5	336.1
Business Ed.	6.0	10.4	10.2	7.0	2.0	3.5	8.0	47.1
Industrial Ed.	6.8	5.0	10.6	---	5.0	4.0	9.6	41.0
Home Economics	7.0	6.0	10.0	10.6	4.5	2.6	12.5	53.2
French Sec.Lang.	19.3	17.8	32.8	5.0	5.9	11.1	58.9	143.2
French Immersion	25.5	35.9	72.3	16.0	15.0	9.6	147.5	314.2
Fr. Minority Lang.	2.0	13.0	---	---	---	---	28.0	41.0
Other Languages	0.3	2.0	4.5	1.0	---	---	10.0	17.7
E.S.L.	---	---	0.5	2.0	0.6	---	20.9	24.0
Counsellors	5.6	5.2	11.3	3.8	2.0	0.3	9.0	37.2
Tchr.-Librarians	---	4.0	7.5	1.0	2.0	3.3	6.9	24.2
I.O.P.	6.4	3.0	1.0	2.5	0.5	6.0	1.0	20.5
Vocational Ed.	2.5	1.0	10.7	2.8	2.3	3.0	11.6	33.9
Other	9.3	6.2	17.9	3.1	7.8	5.5	4.7	55.8
TOTAL	**447.4**	**344.2**	**565.5**	**260.7**	**212.9**	**242.8**	**1216.2**	**3262.6**

Subject Areas With Most New Hires

Elementary Generalists	922.0
Special Education	336.1
French Immersion	314.2
English/Language Arts	207.4
Fine Arts	179.3
E.C.S.	167.8
Physical Education	165.1
Fr.as Second Language	143.2
General Science	125.9
Social Studies	91.7

Subject Areas With Fewest New Hires

Physics	12.5
Other Languages	17.7
Chemistry	18.6
I.O.P.	20.5
E.S.L.	24.0
Teacher Librarian	24.2
Biology	27.7
Vocational Education	33.9
Counsellors	37.2
French Minority	41.0

5.1 Provincial Summary of Teachers Hired by Age and Gender

Range	Un-Known	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	Total
Male	19.7	204.1	252.3	166.1	125.9	74.3	34.0	10.7	9.1	896.2
Female	52.1	691.7	609.6	332.0	322.4	232.8	74.9	33.2	8.0	2356.7
Total	**71.8**	**895.8**	**861.9**	**498.1**	**448.3**	**307.1**	**108.9**	**43.9**	**17.1**	**3252.9**
Percent	**2.2%**	**27.5%**	**26.5%**	**15.3%**	**13.8%**	**9.4%**	**3.3%**	**1.3%**	**0.5%**	**100%**

5.2 Age: Proportion of All Teachers Hired in Each Age Bracket (% of Total)

	Un-Known	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55
Zone One	—	27.3%	24.3%	17.3%	12.4%	10.6%	3.9%	2.5%	1.8%
Zone Two	2.6%	33.6%	27.7%	15.3%	10.8%	6.5%	1.5%	1.5%	0.6%
Zone Three	11.3%	22.4%	25.0%	14.4%	14.2%	9.5%	1.7%	1.3%	0.2%
Zone Four	—	40.3%	23.2%	12.5%	14.5%	8.2%	2.5%	1.1%	---
Zone Five	—	31.4%	24.8%	16.9%	13.7%	8.3%	3.6%	0.8%	0.5%
Zone Six	—	29.0%	15.3%	16.3%	15.5%	12.2%	6.1%	1.2%	0.2%
Urban Bds.	—	24.3%	29.9%	15.8%	14.8%	9.7%	4.0%	1.1%	0.4%
Total	**2.2%**	**27.5%**	**26.5%**	**15.3%**	**13.8%**	**9.4%**	**3.3%**	**1.3%**	**0.5%**

* Over half of the new teachers hired were in the younger age groups, age 30 or less.

* Zone Four had the greatest proportion of new hires under age 25 (40.3%).

* There were no other significant differences among zones in the age distribution of new teachers hired.

5.3 Gender of Teachers Hired

* Of the approximately 3250 teachers hired, 27.6% (or 896) were male, and 72.4% (or 2356) were female. This ratio was fairly constant across all age ranges of new teachers hired. In the teaching force as a whole, only 62% of the teachers are women.

* The distribution of new teachers by gender varied across the zones, with the proportion of women ranging from over 77% of the new teachers in the major urban boards to 63% in Zone One and 68% in Zone Two. The distribution of new teachers by gender was near the provincial average in all other zones, with women constituting 70-73% of new teachers and men, 27 - 30%.

IV. PROVINCIAL SUMMARY OF SUPERINTENDENTS' COMMENTS

1. In what subject areas or grade levels did you have the most difficulty recruiting this year?

* French teachers, and especially French Immersion teachers, were most frequently reported as being difficult to recruit. French Immersion was cited by 31 of 127 respondents(24.4%); French as a Second Language by 11 respondents (8.7%), and French Minority by 5 (3.9%). An additional 22 respondents (17.3%) listed French, but did not specify Immersion, FSL or Minority areas.

* Other subject areas frequently reported as being difficult to recruit to were as follows (times/cited, percent of all respondents citing noted in brackets): Special Education (18, 14.2%), Music/Band (17, 13.4%), Science (14, 11.0%), Guidance Counsellors (13, 10.0%), Vocational Education (9, 7.1%), Industrial Arts (9, 7.1%) and Home Economics (8, 6.3%).

* Some respondents said special combinations (e.g. Sr. High Science and Computers, Math and Band/Music) were difficult to fill.

The following is a complete listing of responses with frequency cited:

None (10)
French Immersion (31)
French (22)
French as Sec. Lang. (11)
French Minority (5)
Special Education (18)
Music/Band (17)
Science (14)
Guidance Counsellors (13)
Vocational Education (9)
Industrial Arts (9)
Home Economics (8)
Business Education (6)
Fine Arts (5)
Chemistry (3)
Physics (3)
Computers (3)
Phys. Ed. (3)
E.C.S. (2)
Hutterite Colony (2)
Health (1)
Native Education (1)
Secondary English (1)
Administration (1)
Sr. High Social (1)
Visual Communications (1)
Cree (1)
I.O.P. (1)
Speech Therapist (1)
Junior High (1)

2. In what subject areas or grade levels did you have the least difficulty filling positions this year?

* ECS/Elementary Generalists were cited by 83 of 127 respondents (65.4%) as being the least difficult to fill. The next most frequently cited areas were: Social Studies (14, 11.0%), Language Arts (12, 9.4%), and Physical Education (11, 8.7%).

* Other subject areas cited included: Special Education (2), Business Education (1), Industrial Education (1), Math (1), and Part-time positions (1).

3. **Were there any vacancies you couldn't fill? If yes, please specify grade levels and subject areas.** (Number of times mentioned)

Responses by zone and provincial totals were as follows:

Response	Zone One	Zone Two	Zone Three	Zone Four	Zone Five	Zone Six	Urban Bds.	Prov. Total(%)
No	13	13	29	13	12	19	2	101 (82.1%)
Yes	5	5	3	0	4	3	2	22 (17.9%)
% Yes	27.8%	27.8%	9.4%	0.0%	25.0%	13.6%	50.0%	17.9%

* One hundred and one respondents (82.1%) indicated they did not have any vacancies they could not fill. Twenty respondents (16.8%) indicated they did have vacancies they could not fill. Zones One and Two had the highest frequency of "Yes" responses (27.8%) followed by Zone Five (25.0%).

Areas cited as vacancies that could not be filled were as follows:

Teacher Librarian (3)
Guidance Counsellor (3)
French (2)
French as 2nd Lang. (1)
Home Economics (1)
Voc. Ed. (Machine Shop) (1)
Native Education (1)
Educational Psychologist (1)
Music/Band (1)
ECS French Immersion (1)
Jr. High Core Courses (1)
Secondary Math/Science (1)
Gr. 5 Generalist (1)
Sr. High Ind. Arts (1)
Special Ed. for French
Minority & Immersion (1)

4. **Did you reassign or transfer teachers in order to staff difficult to fill subjects, specialties or grades?** (Number of times mentioned)

Response	Zone One	Zone Two	Zone Three	Zone Four	Zone Five	Zone Six	Urban Bds.	Prov. Total(%)
No	10	13	26	12	9	15	1	86 (69.9%)
Yes	8	5	6	4	5	6	3	34 (30.1%)
% Yes	44.4%	27.8%	18.8%	25.0%	35.7%	28.6%	75.0%	30.1%

The frequency of "Yes" responses was highest in Zone One (44.4%) and Zone Five (35.7%) and lowest in Zone Three (18.8%). Areas mentioned included the following (frequencies in brackets):

French (6)
Jr. High FSL (1)
Sr. High Math/Science (3)
Guidance Counsellors (3)
Special Education (2)
Home Economics (2)
Early Childhood Services (1)
French Immersion (1)
ECS French (1)
Band (1)
Business Ed. (1)
Teacher Librarian (1)
Gr. 1/2 Split (1)

Additional comments included:

* Probably 10% of total staff involved in reassignments/transfers - mostly at their request. Becomes very difficult if it doesn't occur until shortly before or after school opens.
* Internal shuffles at teachers' requests.
* Eight positions affected due to split classes or promotions.
* Fourteen staff reassigned to meet program needs and generally take better advantage of their expertise.
* We usually transfer for a variety of reasons. Difficult to fill assignments are transferred into only when transferee also feels the need to change.
* Numerous in-school timetabling arrangements to accommodate new and existing programs. One between-school transfer - counselling.
* To reduce staff in one area and increase staff in another.
* We advertise internally all continuing vacancies.

5. Did you find it harder to fill vacancies this year than last? Please explain.

Response	Zone One	Zone Two	Zone Three	Zone Four	Zone Five	Zone Six	Urban Bds.	Prov. Total(%)
No	5	5	13	6	7	11	1	48 (41.4%)
Yes	13	12	14	9	7	10	3	68 (58.6%)
% Yes	72.2%	70.6	51.9%	60.0%	50.0	47.6%	75.0%	58.6%

* Frequency of "Yes" responses was highest in Zone One (72.2%) and Zone Two (70.6%). Most jurisdictions in Zones One, Two and Four reported increased difficulty, as did the major urban boards. About half the jurisdictions in ZonesThree, Five and Six reported increased difficulty.

Explanations for "No" Responses:

* Problems every year in French Immersion.
* French Immersion teachers are still difficult to come by.
* Few vacancies to fill - retained all French Immersion staff.
* French always difficult.
* Easier this year, as we started to recruit earlier.
* Did not recruit last year.
* Similar difficulties in past years.
* First year as a jurisdiction - no comparison basis.

Explanations for "Yes" Responses:

* Eighteen respondents indicated they had fewer quality applicants (e.g., "Less unsolicited applications as well as substantially less applicants for advertised positions"..."Fewer candidates wanted to come to our area"..."More need to go further afield to find candidates"..."Fewer applicants, particularly for late appointments").
* Thirteen respondents reported greater difficulty in filling French positions, particularly French Immersion (e.g, "Filling Francophone/ French Immersion positions is perennially a problem").
* Seven respondents had difficulty filling Specialty positions.
* Six respondents felt there was greater competition among hiring boards ("Applicants were reluctant to sign contracts because of the potential for employment elsewhere"..."Waited too long into 1989/90 school year for French Immersion hiring"..."Found out that we lost many prospects by not holding interviews until after the closing date; expect to change procedure next year"..."More advertising required"..."Recruitment process took longer than last year"..."Quality applicants were hired earlier in the recruitment process by other jurisdictions").
* Three respondents indicated that certain combinations (e.g., Math/ Science, French/Phys.Ed.) were difficult to fill.
* Two respondents cited isolation as a reason for greater difficulty.
* Two respondents said that late resignations caused difficulty.
* One respondent had more vacancies to fill.
* Shortages of applicants in the following areas were cited (frequencies in brackets): Band (1), Science (2), Math (2), Computers (2), French/Physical Education combination (3), and Cree (1).

6. Did you have more vacancies this year than last? If yes, please explain.

Response	Zone One	Zone Two	Zone Three	Zone Four	Zone Five	Zone Six	Urban Bds.	Prov. Total(%)
No	5	6	13	5	5	11	0	45 (37.5%)
Yes	11	12	17	11	10	10	4	71 (62.5%)
% Yes	68.8%	66.7%	56.7%	68.8%	66.7%	47.6%	100%	62.5%

Approximately two-thirds of the jurisdictions in Zones One, Two, Four and Five answered "Yes" to this question. In Zone Three, 56.7% answered "Yes", and in Zone Six, 47.6% answered "Yes".

Explanations for "No" Responses:

* Last year was a very high mobility rate; this year is a little more settled. Far fewer "contract jumpers" (and raiders!) this year.
* Number of staff changes below normal this year.
* A year ago we had more retirements and leaves.
* Had a good selection of candidates for almost all positions.
* Good year re French Immersion.
* Had more trouble trying to place teachers returning from LOAs.

Explanations for "Yes" Responses:

* Eighteen respondents mentioned greater mobility, opportunities elsewhere, more resignations to take other positions, or relocations to larger centres.
* Other reasons given (and their frequency) included: increased enrolment (7), more maternity leaves, LOAs and LTDs (7), new programs (6), increase in staffing (5), more retirements (5), reductions in pupil teacher ratio (1), increased length of school day (1), and turnover due to transfer of spouse (1).

Other general comments were as follows:

* We had more than double the number of vacancies than we did for last year (2).
* Most who left were young, single teachers who were with us for only two to four years.
* A number of teachers who were looking to move either to the city or to other larger centres were successful this year.

7. **Please provide any comments or supply any additional information you think may be useful to this study.**

Many interesting responses to this question were received. Some of the more pertinent and representative responses included (by Zone):

Zone One:

* We are hiring more teachers from outside Alberta than within. Northern regions are the hardest hit. Recent studies by Alberta Education do not consider mobility factors.
* Lists of teachers (from universities and ATA) of supposedly available teachers are not real when these people are phoned. For some reason, in terms of northwest Alberta, the concept of teacher availability is a myth, and it will become worse. Urgent steps must be taken to address what is fast becoming a critical situation for small isolated jurisdictions in the north.
* Need teacher training at Grande Prairie Regional College.
* Universities should increase their quotas in the province. Even in times of surplus, it is hard to get teachers to come to the north.
* Music/Band and French teachers are always difficult to find. Alberta needs 50 Music/Band teachers a year and 250 French teachers. What is the Alberta Govt. going to do about it? We're getting billions to create 500 jobs for paper mills which will pollute the area. Why not the same bucks for faculties of education/College St. Jean - triple its output.
* Would be better if immigration were not so strict. There have been several situations where we had the opportunity to hire excellent teachers; however, due to immigration problems, they were unable to be certified in Alberta.

Zone Two:

* We will be facing a major shortfall in the near future, especially in French, Science and Voc. Ed.
* It is becoming more obvious that Alberta universities and Faculte St. Jean are not graduating enough candidates willing to teach in rural Alberta. Recruitment of French-speaking teachers is more difficult, with greater competition from the Maritimes and Ontario.
* Increased difficulty selecting suitable personnel because of fewer high quality applicants. More opportunity for marginal teachers to appear at interviews. More requirement for better reference recommendations to assist in making least-risk decisions. Some information on hiring criteria and personnel management may prove useful during times of shortage.
* The main concern that this district experiences in staffing is keeping younger teachers who gravitate towards the larger centers after one, maximum two years.
* Quota to Education faculties must be reviewed.
* I found the University of Lethbridge's "Bachelor of Education Graduates: Job Seekers List" to be very valuable. Could not the University of Alberta or University of Calgary have similar lists?
* Due to the hiring practices of large boards in other provinces (Quebec, Ontario, B.C.) and the fact that a large portion of our staffs are able to teach in French and English, we have many resignations after the normal deadline. Since we are small jurisdictions we cannot hire in anticipation that vacancies will occur. The ability of large jurisdictions to use hiring incentives (i.e., paying relocation allowances) puts smaller jurisdictions at a definite disadvantage.

Zone Three:

* I anticipate increased difficulty with staffing as younger staff move to urban areas.
* We are concerned that the planned implementation of a French Immersion program may not get off the ground due to the shortage of teachers in specialized areas such as French.
* Jasper is a special location where one seldom finds recruitment problems. Moreover, the size of the jurisdiction is such that recruitment seldom poses a major problem.
* Our location close to Edmonton obviously helps our recruitment process.
* We need more Alberta certificated and trained teachers for French as a Second Language. We hired several people from Saskatchewan. I feel their practicum is stronger, giving more opportunity to assess their real strengths over an extended period of time.

Zone Four:

* It is most difficult to find new graduates who can teach two or three sciences (Chemistry, Biology, Physics) as well as Mathematics or some other subjects at the high school level, and this is necessary in our small schools.
* It will soon be difficult to staff schools in remote areas such as ours. It is already very difficult to find staff who like these areas despite their urban backgrounds. Science and Mathematics teachers will be very difficult; so will specialties such as Music. All our schools also need to many generalist teachers at the secondary level.

* We like to hire new graduates who "student teach" in our system.
* Many positions were filled by using unsolicited resumes.
* There is getting to be too much movement after the May 30th deadline. People on contract after May 30th should not be led to believe that they will be released "when another superintendent offers them a job". No offers should be made by superintendents wihout first asking the supplying jurisdiction about a release. After the fact is too late to keep teachers happy.
* The teacher shortage in French appears to be critical. As well, counsellors and psychometrists appear to be in short supply.

Zone Five:

* The Banff location attracts many and very talented applications.
* A number of "companies" have approached me with the suggestion that they do our French Core and French Immersion hiring. I wonder how well respected these companies are?
* It is increasingly difficult to find young graduates who are able to adapt successfully to our rural, often split grades, and general teaching assignments.
* Drumheller area seems to be a difficulty when requiring specialist teachers, as they are in demand everywhere. Also, the trend in teacher education seems to be more toward specialists, rather than generalist teachers.

Zone Six:

* We were fortunate that staffing was completed by late spring.
* Good supply of generalists; Mathematics and science lacking in junior high/ elementary applicants; French almost non-existent; ECS hard to fill as it is only part-time.
* It is becoming increasingly difficult to hire top quality administrators - the pool seems to be very thin; there seems to be a surplus of Social Studies and/or Phys. Ed. majors (particularly at the secondary level).
* It is definitely getting harder for small isolated schools.
* This is definitely the beginning of a period of teacher shortage. Recruitment of teachers will become progressively more difficult in the years ahead.
* We had approximately the same number of applicants as in past years; however, most jurisdictions are hiring earlier...An additional source of recruiting competition, at the universities at least, were Ontario's larger school jurisdictions.
* We have fewer (and maybe somewhat lower calibre) substitute teachers on our list this year. We pretty well had to take everyone who applied to substitute this year, whereas in other years there was plenty of choice.

Provincial Results

Chart 1: Reasons for Teacher Vacancies 1989/90

Reasons/Levels	ECS-3	4-6	7-9	10-12	Urb Brds	TOTAL
1. Enrolment Increase	83.1	65.7	57.2	41.9	291.4	539.3
2. New Programs	31.3	24.9	29.2	39.5	31.0	155.9
3. Program Changes	16.3	19.8	20.3	13.5	1.0	70.9
4. Promotions	3.6	12.8	14.8	15.8	16.0	63.0
5. Resignations						
a. to relocate	208.3	173.6	217.3	179.2	86.5	864.9
b. leave profession	17.8	26.7	31.2	22.2	50.9	148.8
c. to retire early	21.7	28.3	12.0	24.9	119.9	206.8
d. to retire regular	21.6	16.2	8.1	9.5	52.0	107.4
e. other	15.9	11.2	9.5	6.0	32.0	74.6
f. unknown	7.7	6.0	2.1		249.2	265.0
6. Leaves of Absence	118.8	90.0	80.9	65.0	254.0	608.7
7. Terminations	2.3	5.6	6.8	1.3	2.0	18.0
8. Tenure not granted	20.1	16.3	32.7	25.9	42.5	137.5
9. Long term disability	5.8	20.8	13.4	14.0	107.0	161.0
10. Other	16.4	17.1	14.1	15.2	4.0	66.8
TOTAL	590.7	535.0	549.6	473.9	1339.4	3488.6

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

Sources/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. New Grads: Alberta											
U of A	8.6	80.7	37.8	147.2	61.9	69.0	47.6	49.9	155.9	346.8	502.7
U of C	3.0	35.5	19.2	46.8	18.7	15.4	7.0	9.2	47.9	106.9	154.8
U of Leth	0.0	21.1	6.0	11.6	12.8	14.8	9.4	17.9	28.2	65.4	93.6
Faculte	0.0	9.5	1.0	7.5	4.0	6.0	2.0	3.0	7.0	26.0	33.0
Cdn. Union College	0.0	1.5	1.0	0.0	0.0	0.0	0.0	0.5	1.0	2.0	3.0
2. New Grads: Out of Prov											
BC	0.0	0.0	0.0	2.0	0.0	1.0	0.0	0.0	0.0	3.0	3.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	1.3	16.8	4.3	9.0	7.8	5.5	4.8	6.5	18.2	37.8	56.0
Man	0.0	0.0	1.0	1.0	0.0	2.0	0.0	1.0	1.0	4.0	5.0
Ont	0.0	0.0	0.0	2.0	0.0	4.0	0.0	0.0	0.0	6.0	6.0
Que	2.4	25.3	8.5	7.5	11.5	7.3	4.0	2.8	26.4	42.9	69.3
Maritimes	1.0	2.5	2.0	11.5	2.5	6.0	2.0	0.0	7.5	20.0	27.5
USA	0.0	1.5	0.0	2.5	2.0	1.0	1.0	0.0	3.0	5.0	8.0
Other	0.0	0.0	0.0	1.5	0.0	0.0	0.8	0.0	0.8	1.5	2.3
3. Relocation from											
Within Alberta	11.8	175.1	75.0	241.4	101.2	140.9	107.6	94.4	295.6	651.8	947.4
BC	2.0	6.9	4.0	10.8	2.7	8.0	3.7	3.0	12.4	28.7	41.1
NWT & Yukon	0.0	3.0	0.0	0.0	5.8	1.0	3.0	0.0	8.8	4.0	12.8
Sask	1.0	14.8	1.0	11.1	8.0	10.7	7.1	5.8	17.1	42.4	59.5
Man	0.0	2.0	1.3	2.5	2.3	0.9	0.5	2.2	4.1	7.6	11.7
Ont	0.0	8.0	2.0	3.5	2.0	7.0	4.0	2.3	8.0	20.8	28.8
Que	1.0	10.0	4.0	3.0	8.0	4.7	4.0	0.3	17.0	18.0	35.0
Maritimes	1.3	8.0	3.8	5.8	4.3	7.9	2.8	1.5	12.2	23.2	35.4
USA	1.0	1.0	2.0	0.0	1.0	2.0	1.0	1.0	5.0	4.0	9.0
Other	0.0	6.0	2.8	4.8	1.8	3.2	6.4	9.0	11.0	23.0	34.0
4. Return from leave	1.1	36.6	10.8	57.8	13.1	21.1	8.1	13.0	33.1	128.5	161.6
5. Reenter profession	1.0	30.8	7.9	42.8	11.4	20.4	8.1	24.7	28.4	118.7	147.1
6. From substitute staff	1.0	85.5	50.3	225.7	47.6	73.4	18.4	36.2	117.3	420.8	538.1
7. Other	3.2	14.7	2.2	6.2	3.8	1.5	8.0	6.6	17.2	29.0	46.2
8. Unknown	1.2	2.9	22.2	90.2	28.0	40.6	14.1	20.3	65.5	154.0	219.5
TOTALS	41.9	599.7	270.1	955.7	362.2	475.3	275.4	311.1	949.6	2341.8	3291.4

Provincial Results

Chart 3: Teachers Hired into Vacancies by Specialties, Levels, and Sex

Specialties/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. Generalists	29.5	369.4	109.5	413.6	32.2	40.6	0.0	2.0	171.2	825.6	996.8
2. ECS	2.5	165.3	0.0	0.0	0.0	0.0	0.0	0.0	2.5	165.3	167.8
3. English	2.0	7.2	2.5	14.7	29.8	79.7	23.0	48.5	57.3	150.1	207.4
4. Social	0.3	0.2	5.3	5.2	19.9	22.3	20.7	17.8	46.2	45.5	91.7
5. Math	0.0	0.5	1.0	3.6	21.7	17.5	20.1	15.5	42.8	37.1	79.9
6. Science	0.3	0.0	1.0	5.0	59.2	34.9	18.3	7.2	78.8	47.1	125.9
7. Chem	0.0	0.0	0.0	1.0	0.0	0.0	11.1	6.5	11.1	7.5	18.6
8. Phys	0.0	0.0	0.0	0.0	0.0	0.0	8.0	4.5	8.0	4.5	12.5
9. Bio	0.0	0.0	0.0	0.0	1.0	0.0	12.9	13.8	13.9	13.8	27.7
10. Fine Arts	1.5	15.7	6.7	60.0	30.2	39.1	10.3	15.8	48.7	130.6	179.3
11. Phys ED	2.6	2.5	12.3	11.0	51.6	43.9	20.0	21.2	86.5	78.6	165.1
12. Special ED	2.3	63.6	38.9	124.9	26.0	51.6	6.0	22.8	73.2	262.9	336.1
13. Bus. Ed.	0.0	0.0	0.0	0.0	1.5	2.5	16.2	26.9	17.7	29.4	47.1
14. IA	0.0	0.0	0.0	0.0	17.5	0.0	20.5	3.0	38.0	3.0	41.0
15. Home Ec.	0.0	0.0	0.0	0.0	0.0	27.4	0.0	25.8	0.0	53.2	53.2
16. French											
Second Lang	1.0	3.9	7.6	27.4	16.1	54.3	11.0	21.9	35.7	107.5	143.2
Immersion	9.0	94.0	33.0	87.4	39.3	32.5	8.0	11.0	89.3	224.9	314.2
Minority Lang	0.5	8.5	4.5	23.5	1.0	0.0	1.0	2.0	7.0	34.0	41.0
17. Other Languages											
Arabic	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Cree	0.0	0.3	0.0	1.5	0.0	0.5	0.0	0.0	0.0	2.3	2.3
Hebrew	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
German	0.0	0.0	0.0	2.5	0.0	0.0	0.8	1.0	0.8	3.5	4.3
Japanese	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.4	0.0	0.4
Mandarin	0.0	2.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	2.0	3.0
Polish	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Ukranian	0.0	2.0	1.0	1.0	0.0	0.0	0.7	0.0	1.7	3.0	4.7
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18. ESL	0.0	0.5	0.5	13.5	0.0	4.0	1.0	4.5	1.5	22.5	24.0
19. Counsellors	0.8	0.9	1.8	3.2	6.0	9.2	5.5	9.8	14.1	23.1	37.2
20. Librarians	0.0	1.8	0.0	9.9	1.0	5.0	2.5	4.0	3.5	20.7	24.2
21. IOP	0.0	0.0	0.0	0.0	4.3	9.9	3.0	3.3	7.3	13.2	20.5
22. Vocational											
Vocational Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Autobody	0.0	0.0	0.0	0.0	0.0	0.0	4.0	0.0	4.0	0.0	4.0
Automotives	0.0	0.0	0.0	0.0	0.0	0.0	7.0	0.0	7.0	0.0	7.0
Beauty Culture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.6	0.0	7.6	7.6
Building Constructio	0.0	0.0	0.0	0.0	0.0	0.0	4.5	0.0	4.5	0.0	4.5
General	0.0	0.0	0.0	0.0	0.0	0.5	8.2	1.0	8.2	1.5	9.7
Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
23. Other	2.3	1.7	3.2	2.1	10.8	6.4	23.1	6.2	39.4	16.4	55.8
TOTAL	54.6	742.0	229.8	812.0	369.1	481.8	268.8	303.6	922.3	2339.4	3261.7

Chart 4: Teachers Hired into Vacancies 1989/90 by Age Range and Sex

Age Ranges	Unknown	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	TOTAL
Male	19.7	204.1	252.3	166.1	125.9	74.3	34.0	10.7	9.1	896.2
Female	52.1	691.7	609.6	332.0	322.4	232.8	74.9	33.2	8.0	2356.7
TOTAL	71.8	895.8	861.9	498.1	448.3	307.1	108.9	43.9	17.1	3252.9

Major Urban Boards Results

Chart 1: Reasons for Teacher Vacancies 1989/90

Reasons/Levels	Edmonton Boards	Calgary Boards	TOTAL
1. Enrolment Increase	130.9	160.5	291.4
2. New Programs	25.0	6.0	31.0
3. Program Changes	0.0	1.0	1.0
4. Promotions	12.0	4.0	16.0
5. Resignations:			
a. to relocate	1.5	85.0	86.5
b. leave profession	5.9	45.0	50.9
c. to retire early	37.9	82.0	119.9
d. to retire regular	0.0	52.0	52.0
e. other	0.0	32.0	32.0
f. unknown	201.2	48.0	249.2
6. Leaves of Absence	53.0	201.0	254.0
7. Terminations	1.0	1.0	2.0
8. Tenure not granted	36.0	6.5	42.5
9. Long term disability	99.0	8.0	107.0
10. Other	0.0	4.0	4.0
TOTAL	603.4	736.0	1339.4

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

Sources/Levels	ECS-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	
1. New Graduates - Alberta									
U of A	18.0	108.1	15.0	24.0	6.0	9.0	39.0	141.1	180.1
U of C	9.0	30.3	6.0	3.5	2.0	2.0	17.0	35.8	52.8
U of Leth	0.0	1.0	1.0	1.0	1.0	2.0	2.0	4.0	6.0
Faculte	0.0	22.0	3.0	5.0	2.0	1.0	5.0	28.0	33.0
Cdn. Union College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. New Graduates - Other									
BC	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	4.0	5.0	3.0	2.0	3.0	2.0	10.0	9.0	19.0
Man	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ont	0.0	3.0	0.0	2.0	0.0	0.0	0.0	5.0	5.0
Que	0.0	13.5	2.0	1.0	1.5	1.0	3.5	15.5	19.0
Maritimes	1.0	0.0	0.5	1.0	0.0	0.0	1.5	1.0	2.5
USA	0.0	0.0	0.0	1.0	1.0	0.0	1.0	1.0	2.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3. Relocation from									
Within Alberta	24.0	140.0	19.0	42.1	19.0	29.0	62.0	211.1	273.1
BC	1.0	5.0	2.0	2.0	0.0	0.0	3.0	7.0	10.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	1.0	7.5	3.0	1.0	1.0	1.0	5.0	9.5	14.5
Man	1.0	1.0	1.0	0.0	0.0	1.0	2.0	2.0	4.0
Ont	1.0	4.0	0.0	2.0	0.0	1.0	1.0	7.0	8.0
Que	0.0	2.0	0.0	1.0	0.0	0.0	0.0	3.0	3.0
Maritimes	0.0	2.0	1.0	1.0	0.0	0.0	1.0	3.0	4.0
USA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
4. Return from leave	4.0	25.2	4.0	6.6	1.0	2.2	9.0	34.0	43.0
5. Reenter profession	2.0	6.7	0.0	0.0	0.0	0.0	2.0	6.7	8.7
6. From substitute staff	50.3	168.7	34.1	54.2	11.5	20.5	95.9	243.4	339.3
7. Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
8. Unknown	19.9	89.3	27.0	35.5	9.0	14.0	55.9	138.8	194.7
TOTALS	136.2	636.3	121.6	185.9	58.0	85.7	315.8	907.9	1223.7

Major Urban Boards Results

Chart 3: Teachers Hired into Vacancies 1989/90 by Specialties, Levels, and Sex

Specialties/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. Generalists	8.0	77.0	37.5	207.2	0.5	5.5	0.0	0.0	46.0	289.7	335.7
2. ECS	2.0	62.5	0.0	0.0	0.0	0.0	0.0	0.0	2.0	62.5	64.5
3. English	0.0	0.0	0.0	3.5	6.0	28.5	3.0	15.6	9.0	47.6	56.6
4. Social	0.0	0.0	0.0	0.0	4.0	7.0	2.5	6.0	6.5	13.0	19.5
5. Math	0.0	0.0	1.0	1.9	17.5	15.4	2.5	4.0	21.0	21.3	42.3
6. Science	0.0	0.0	1.0	4.8	19.0	8.5	4.0	1.5	24.0	14.8	38.8
7. Chem	0.0	0.0	0.0	1.0	0.0	0.0	1.0	2.0	1.0	3.0	4.0
8. Phys	0.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0	3.0	0.0	3.0
9. Bio	0.0	0.0	0.0	0.0	0.0	0.0	4.0	4.0	4.0	4.0	8.0
10. Fine Arts	0.0	6.0	2.0	33.2	15.0	18.4	3.0	4.5	20.0	62.1	82.1
11. Phys ED	0.0	0.0	4.0	5.6	21.0	22.0	4.0	6.0	29.0	33.6	62.6
12. Special ED	0.0	22.0	29.2	64.6	14.0	27.7	3.0	10.0	46.2	124.3	170.5
13. Bus. Ed.	0.0	0.0	0.0	0.0	0.0	0.0	2.0	6.0	2.0	6.0	8.0
14. IA	0.0	0.0	0.0	0.0	8.6	0.0	1.0	0.0	9.6	0.0	9.6
15. Home Ec.	0.0	0.0	0.0	0.0	0.0	8.0	0.0	4.5	0.0	12.5	12.5
16. French											
Second Lang	1.0	1.5	6.0	15.7	6.0	20.7	4.0	4.0	17.0	41.9	58.9
Immersion	2.0	27.9	11.0	58.1	19.0	21.5	5.0	3.0	37.0	110.5	147.5
Minority Lang	0.0	3.0	2.0	20.0	1.0	0.0	0.0	2.0	3.0	25.0	28.0
17. Other Foreign											
Arabic	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Cree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hebrew	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
German	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Japanese	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mandarin	0.0	2.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	2.0	3.0
Polish	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Ukranian	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	2.0	3.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18. ESL	0.0	0.0	0.5	11.4	0.0	4.0	1.0	4.0	1.5	19.4	20.9
19. Counsellors	0.0	0.0	1.0	0.0	1.0	5.0	0.0	2.0	2.0	7.0	9.0
20. Librarians	0.0	0.0	0.0	4.9	0.0	1.0	0.0	1.0	0.0	6.9	6.9
21. IOP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0
22. Vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Autobody	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
Automotives	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	2.0	0.0	2.0
Beauty Culture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	1.6	1.6
Building Construction	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
General	0.0	0.0	0.0	0.0	0.0	0.0	3.0	2.0	3.0	2.0	5.0
Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
23. Other	0.0	0.0	0.0	0.0	0.0	0.7	4.0	0.0	4.0	0.7	4.7
TOTAL	13.0	204.9	97.2	434.9	132.6	193.9	55.0	84.7	297.8	918.4	1216.2

Chart 4: Teachers Hired into Vacancies 1989/90 by Age Range and Sex

Age Ranges	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	TOTAL
Male	61.0	85.7	54.7	42.5	18.0	8.2	2.8	2.0	274.9
Female	231.0	273.8	135.5	135.8	98.0	39.9	9.9	2.5	926.4
TOTAL	292.0	359.5	190.2	178.3	116.0	48.1	12.7	4.5	1201.3

MAJOR URBAN BOARDS

SUMMARY OF COMMENTS

1. **In what subject areas or grade levels did you have the most difficulty recruiting this year?** (The subjects and the number of times each was mentioned are listed below.)

Special Education 2
French Immersion 1
Second Language 1
Industrial Arts 1
Billingual Math 1
Elementary Bilingual 1
Vocational Education 1
Horticultural 1
Beauty Culture 1
Secondary Science 1
Secondary Music 1
Secondary Math 1
Chemistry 1
Learning Disabled Grade 3 & 4 1
Behavior Adaptation 1
Home Economics 1

2. **In what subject areas or grade levels did you have the least difficulty filling positions this year?** (The subjects and the number of times each was mentioned are listed below.)

General Elementary 2
Business Education 1
Secondary English 1
Secondary Social Studies 1

3. **Were there any vacancies you couldn't fill? If yes, please specify grade levels and subject areas.**

- No: 2; Yes: 2; Areas:
- Itinerant teachers for the Visually and Hearing Impaired.
- Bilingual positions that were not filled until September.

4. **Did you reassign or transfer teachers in order to staff difficult to fill subjects, specialties or grades? If yes, describe frequency and complexity of such assignments.**

- No: 3; Comment:
- Voluntary transfers filled vacancies early in the staffing cycle.
- Yes: 1 Comments:
- For French Immersion program.

5. **Did you find it harder to fill vacancies this year than last? Please explain.**

- No: 1 Comments:
- Positions were advertised across Canada. This resulted in an increase of teacher applicants.
- Yes: 3 Reasons:
- Industrial Arts was difficult as the need arose well into the school year.
- An increase in student enrollment caused us to hire more teachers and as a result, there was some difficulty in recruiting teachers in areas such as Math, Chemistry and Band.

- Our substitute list has been depleted considerably. We don't have as great a reserve of applicants as we have the past few years.

6. **Did you have more vacancies this year than last? If yes, explain.**

- No: 0; Yes: 4 Reasons:
- Increased government funding allowed us to hire more teachers.
- More early retirements, new initiatives, High Needs Program and increased enrollments (600).
- 545 probationary contracts in 1989/90 (491.8 FTE); 207 in 1988/89 (184.6 FTE).
- We hired 48 more teachers than we did one year ago.

7. **Please provide any comments or supply any additional information you think may be useful to this study.**

- Industrial Arts is becoming a concern. Apparently the graduating class number (U. of A.) will be decreasing rather significantly in the next four years. Although we have been fortunate in staffing our French Immersion needs thus far, there is increasing pressure for the graduates from Faculte St. Jean. This will probably result in the need for our district to look beyond the Faculte.
- A barometer for our district has always been the available substitute in our district. We have been forced to cancel in-services in May, September and October because of a shortage of substitutes. This decline in the substitute pool has just become noticeable in the last 6 or 7 months. For the first time in 8 or 10 years we felt compelled as a district to hire teachers at large before we know where they would be placed. Over 70% of our hiring was done in the elementary grades. This no doubt would be because the new population surge seems to be ECS to Grade Four. Also, many of our teachers of child bearing age (those taking maternity leaves) are teachers at this level.

Zone One Results

Chart 1: Reasons for Teacher Vacancies 1989/90

Reasons/Levels	ECS-3	4-6	7-9	10-12	TOTAL
1. Enrolment Increase	7.3	12.5	6.0	3.5	29.3
2. New Programs	6.0	0.0	8.5	8.5	23.0
3. Program Changes	6.3	5.3	6.1	5.5	23.2
4. Promotions	5.5	3.5	5.5	1.5	16.0
5. Resignations					
a. to relocate	55.9	49.1	59.8	40.0	204.7
b. leave profession	2.0	4.5	4.5	2.5	13.5
c. to retire early	5.8	3.1	0.4	3.0	12.3
d. to retire regular	3.8	0.0	0.3	1.3	5.3
e. other	7.5	6.0	7.5	1.0	22.0
f. unknown	3.5	1.5	0.0	0.0	5.0
6. Leaves of Absence	12.5	13.0	13.0	8.1	46.6
7. Terminations	0.0	0.4	1.5	0.0	1.9
8. Tenure not granted	5.0	6.6	6.5	5.5	23.6
9. Long term disability	1.3	3.3	1.4	0.0	6.0
10. Other	2.8	0.9	1.0	1.3	5.9
TOTAL	125.0	109.5	122.0	81.6	438.2

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

Sources/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. New Graduate - Alberta											
U of A	4.0	24.2	10.5	11.3	12.8	10.5	9.8	8.5	37.0	54.5	91.5
U of C	0.5	5.0	0.9	3.0	3.1	2.0	0.5	0.0	5.0	10.0	15.0
U of Leth	0.0	2.0	1.0	0.0	0.5	1.0	0.5	0.0	2.0	3.0	5.0
Faculte	0.0	2.5	0.0	0.5	0.0	0.0	0.0	0.0	0.0	3.0	3.0
Cdn. Union College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. New Graduate - Other											
BC	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	0.0	2.0	0.0	0.0	0.5	0.0	5.0	1.0	5.5	3.0	8.5
Man	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0
Ont	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Que	0.0	4.8	3.0	0.5	3.5	0.3	2.5	0.3	9.0	5.8	14.8
Maritimes	0.0	0.5	0.0	0.5	1.0	2.0	0.0	0.0	1.0	3.0	4.0
USA	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	1.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Relocation from											
Within Alberta	2.6	31.0	21.2	26.8	15.3	16.6	16.8	10.2	55.8	84.5	140.3
BC	2.0	2.4	1.1	2.4	1.7	4.2	1.7	1.0	6.5	10.0	16.5
NWT & Yukon	0.0	1.0	0.0	0.0	3.8	0.0	1.0	0.0	4.8	1.0	5.8
Sask	0.0	3.3	0.0	0.3	4.5	3.3	3.1	2.3	7.6	9.0	16.6
Man	0.0	0.0	0.3	1.0	1.3	0.0	0.5	0.0	2.0	1.0	3.0
Ont	0.0	3.0	0.0	0.0	2.0	2.0	1.0	1.0	3.0	6.0	9.0
Que	0.0	3.0	1.0	0.0	2.0	1.0	0.0	0.0	3.0	4.0	7.0
Maritimes	1.3	5.5	2.8	3.3	3.3	5.9	1.8	1.5	9.0	16.2	25.2
USA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	2.0	0.0	0.0	1.0	0.0	0.0	2.0	1.0	3.0
4. Return from leave	0.0	3.0	1.0	5.1	3.0	1.5	2.0	1.5	6.0	11.1	17.1
5. Reenter profession	0.0	6.4	1.4	5.5	4.5	3.8	1.0	1.0	6.9	16.6	23.5
6. From substitute staff	0.0	16.4	2.0	7.6	0.0	2.2	0.0	3.0	2.0	29.2	31.2
7. Other	0.7	2.7	0.7	0.4	0.8	0.0	2.0	1.3	4.2	4.3	8.5
8. Unknown	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	2.0
TOTALS	11.0	118.6	48.8	70.0	64.5	58.1	50.1	33.5	174.3	280.2	454.5

Zone One Results

Chart 3: Teachers Hired into Vacancies 1989/90 by Specialties, Levels, and Sex

Specialties/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. Generalists	7.5	77.4	23.2	41.9	14.8	13.1	2.3	1.0	47.7	133.4	181.1
2. ECS	0.0	22.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	22.3	22.3
3. English	0.0	2.5	0.0	3.2	5.8	12.3	5.3	2.0	11.0	20.0	31.0
4. Social	0.0	0.0	3.0	2.5	5.8	3.9	3.8	2.0	12.5	8.4	20.9
5. Mathematics	0.0	0.5	0.0	0.2	6.2	1.0	2.3	2.5	8.5	4.2	12.7
6. Science	0.0	0.0	0.0	0.0	5.5	3.5	5.0	1.0	10.5	4.5	15.0
7. Chemistry	0.0	0.0	0.0	0.0	0.0	0.0	4.0	0.0	4.0	0.0	4.0
8. Physics	0.0	0.0	0.0	0.0	0.0	0.0	1.8	1.0	1.8	1.0	2.8
9. Biology	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.5	0.8	0.5	1.3
10. Fine Arts	0.0	1.3	2.4	2.4	4.5	1.0	1.0	0.5	7.9	5.1	13.0
11. Physical Education	1.0	1.0	4.0	0.5	9.3	4.5	5.3	1.0	19.5	7.0	26.5
12. Special Education	2.0	6.7	1.0	9.4	2.4	3.8	0.0	1.3	5.4	21.1	26.5
13. Business Education	0.0	0.0	0.0	0.0	0.0	0.0	1.5	4.5	1.5	4.5	6.0
14. Industrial Arts	0.0	0.0	0.0	0.0	0.4	0.0	4.4	2.0	4.8	2.0	6.8
15. Home Economics	0.0	0.0	0.0	0.0	0.0	1.8	0.0	5.3	0.0	7.0	7.0
16. French											
Second Language	0.0	1.0	0.5	4.5	3.3	5.5	1.0	3.5	4.8	14.5	19.3
Immersion	0.0	7.3	6.0	3.9	4.3	0.0	2.0	2.0	12.3	13.2	25.5
Minority Language	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0
17. Other Foreign											
Arabic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cree	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3
Hebrew	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Japanese	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mandarin	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Polish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ukranian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18. ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
19. Counsellors	0.0	0.0	0.0	0.0	0.5	1.3	1.5	2.3	2.0	3.6	5.6
20. Librarians	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
21. IOP	0.0	0.0	0.0	0.0	1.8	3.9	0.5	0.3	2.3	4.1	6.4
22. Vocational	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
Autobody	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Automotives	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Beauty Culture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0
Building Construction	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.5	0.0	0.5
Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
23. Other	1.4	0.0	1.6	0.5	3.5	0.5	1.9	0.0	8.3	1.0	9.3
TOTAL	11.9	121.2	41.7	70.0	67.7	55.9	45.6	33.5	166.8	280.5	447.3

Chart 4: Teachers Hired into Vacancies 1989/90 by Age Range and Sex

Age Ranges	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	TOTAL
Male	30.0	40.9	37.2	21.0	16.5	11.0	2.9	5.0	164.5
Female	91.9	67.5	40.2	34.3	30.9	6.4	8.2	3.0	282.3
TOTAL	121.9	108.4	77.4	55.3	47.4	17.4	11.1	8.0	446.8

ZONE ONE

SUMMARY OF COMMENTS

1. **In what subject areas or grade levels did you have the most difficulty recruiting this year?** (The subjects and number of times each was mentioned are listed below.)

- Secondary Science 9
- Secondary Math 6
- French Immersion 5
- Industrial Arts 5
- French 4
- Special Education 4
- Music/Band 3
- Home Economics 3
- FSL 2
- Guidance Counsellors 2
- Physics 2
- Chemistry 1
- Computers 1
- Junior High 1
- Speech Therapist 1
- Business Education 1
- Teacher Librarian 1
- ECS 1
- Educational Psychologist 1
- None 1

2. **In what subject areas or grade levels did you have the least difficulty filling positions this year?** (The subjects and the number of times each was mentioned are listed below.)

- ECS/Elementary Generalist 13
- Social Studies 3
- Language Arts 4
- Phys.Education 2
- Junior High Generalist 1
- Not applicable 1

3. **Were there any vacancies you couldn't fill? If yes, please specify grade levels and subject areas.** (The subjects and number of times mentioned are listed below.)

- No: 13
- Just about didn't fill a French position in a rural school.
- Yes: 5
- <u>Areas</u>:
- French 1
- Grade Five Generalist 1
- Junior High Core Courses 1
- Secondary Math/Science 1
- Music/Band 1
- Teacher-Librarian 1
- Guidance Counsellor 1
- Educational Psychologist 1
- Advertised Canada-wide for a Home Ec. position, and for a supervisor of student services; both filled after school year began.

4. **Did you reassign or transfer teachers in order to staff difficult to fill subjects, specialties or grades? If yes, describe frequency and complexity of such assignments.**

- No: 10
- Yes: 8 Description:
- Internal shuffles at teachers' requests.
- Probably 10% of total staff involved in re-assignments, transfers - mostly with their cooperation. Becomes very difficult if it doesn't occur until shortly before or after school opens.
- One teacher filled ECS positions in two communities by choice.
- Eight positions affected due to split classes or promotions.
- ECS - French.
- Generalist to Resource Room-Special Ed.

5. **Did you find it harder to fill vacancies this year than last? Please explain.**

- No: 5 Reasons:
- Did not recruit last year.
- Yes: 13 Reasons:
- Because of supply and demand for teachers.
- Fewer candidates, fewer wanted to come to our area. Four were offered a job but did not accept.
- A significant reduction in the number of applicants generally.
- French Immersion 1.
- Fewer applicants, particularly for late appointments, appointments after the beginning of the year.
- Diminished pool of applicants.
- We had a "reserve pool" of about 40 people looking for jobs in our immediate area in Sept./88. There are about 5 right now, few of whom would be suitable.
- French (FSL) and Special Needs about the same difficulty, except more positions required filling. More need to go further afield to find candidates.
- There appeared to be a shortage of French Immersion, Band, Science and Math teachers.
- Isolation and job opportunities in Edmonton.
- Harder to match up the specialist subject areas required with candidates who fit our criteria and who were willing to relocate.
- Sr. High Sciences, computers and math.

6. **Did you have more vacancies this year than last? If yes, please explain.**

- No: 5 Reasons:
- Last year was a very high mobility rate; this year is a little more settled. Far fewer "contract jumpers" (and raiders!) this year (Peace River S.D.#1).
- Yes: 11 Reasons:
- Increase in staffing.
- Teachers found more opportunities elsewhere; thus greater mobility. Because of new positions on staff - expansion.
- Increase in staff and normal attrition of 20%.
- More of the staff that left had a job - were able to relocate. These had been with us for some time.
- Teachers found other, more attractive locations/assignments.

- Our vacancies increased over 100% (from approximately 20 in 1988/89 to over 45, not counting teachers hired for new program (ECS).
- Increased enrollment.
- Teachers more mobile this year.
- More teachers left our employ or did not receive continuing contracts at the end of 1988/89.
- Teachers applied for and received other jobs in Alberta and Ontario.
- Mobility to larger centres.

7. **Please provide any comments or supply any additional information you think may be useful to this study.**

- We are hiring more teachers from outside Alberta than within. Northern regions are the hardest hit. Recent studies by Alberta Education do not consider mobility factors.
- Lists (from universities & ATA) of teachers supposedly available are not real when these people are phoned. For some reason, in terms of northwest Alberta, the concept of teacher availability is a myth, and it will become worse. Urgent steps must be taken to address what is fast becoming a critical situation for small isolated divisions in the north.
- Reasons we had vacancies in the last two years: four went back east, one went to California, four took leave of absence, retirement (aver- age two per year), most of our new hires spend 2-3 years and move on; very few have quit teaching or were terminated.
- Need teacher training at Grande Prairie Regional College.
- Need bursaries or other incentives for our area.
- We find the prospect of limiting enrollment in Education faculties quite ridiculous - and obviously a political ploy to get more money. We are seeing movement of French teachers to Ontario, and other teachers mainly to B.C. We believe there will be a serious shortage of teachers in this area within 3-4 years if the community/region continues to grow as predicted. If the larger urban centres are available as "first choice" to most graduates, which is most likely to happen, the more rural areas will inevitably suffer.
- This survey requires a lot of detailed information, not readily available from one source. I question the need for the specificity required.
- Would be better if immigration was not so strict. There have been several situations where we had the opportunity to hire excellent teachers; however, due to immigration problems they were unable to be certified in Alberta. These situations involved hard to fill positions. We ended up in a Catch-22; they needed to have immigration status before we could offer them a position, but they needed a job before getting immigration status.
- Universities should increase their quotas in the province. Even in times of surplus it is hard to get teachers to come to the north.
- Overall requirement was slower this year in that more applicants were screened for more vacancies. Recruitment was farther ranging than previously. In addition, it appeared that some candidates had more than one offer to consider at one time (i.e., more competition for the applicant instead of for the vacancy.
- Music/Band and French teachers are always difficult to find. Alberta needs 50 Music/Band teachers a year and 250 French teachers. What is Alberta Govt. going to do about it. We're getting billions to create 500 jobs for paper mills which will pollute the area - why not the same bucks for faculties of education/College St. Jean - triple its output. Had a long talk with Reno on the flight here to CEFPI on this very matter!

Chart 1: Reasons for Teacher Vacancies 1989/90

Reasons/Levels	ECS-3	4-6	7-9	10-12	TOTAL
1. Enrolment Increase	7.3	7.8	6.6	2.7	24.3
2. New Programs	5.8	6.8	3.7	3.3	19.6
3. Program Changes	2.0	6.0	4.7	2.5	15.2
4. Promotions	2.8	4.5	1.0	3.5	11.8
5. Resignations:					
a. to relocate	41.8	35.6	42.6	37.5	157.5
b. leave profession	3.3	0.6	8.2	6.4	18.5
c. to retire early	1.6	6.7	2.7	3.0	14.0
d. to retire regular	2.0	6.0	1.0	0.0	9.0
e. other	1.2	0.2	2.0	1.0	4.4
f. unknown	1.7	0.0	0.0	0.0	1.7
6. Leaves of Absence	21.9	12.5	9.4	11.9	55.6
7. Terminations	0.0	0.0	2.0	0.0	2.0
8. Tenure not granted	4.0	3.0	7.0	5.0	19.0
9. Long term disability	1.5	7.5	2.5	0.5	12.0
10. Other	0.0	3.0	0.5	1.5	5.0
TOTAL	96.9	100.2	93.8	78.7	369.7

Zone Two Results

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

Sources/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. New Graduates - Alberta											
U of Alberta	0.6	13.3	2.3	6.6	11.1	10.6	5.0	9.5	19.0	40.0	59.0
U of Calgary	0.0	4.0	1.0	1.0	4.0	0.0	1.0	2.0	6.0	7.0	13.0
U of Lethbridge	0.0	1.3	0.0	2.8	3.0	2.6	1.0	1.4	4.0	8.0	12.0
Faculté St. Jean	0.0	3.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	4.0	4.0
Cdn. Union College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. New Graduates - Other											
BC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	0.0	4.0	0.0	3.0	3.0	1.0	1.0	2.0	4.0	10.0	14.0
Man	0.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	2.0	2.0
Ont	0.0	0.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	2.0	2.0
Que	0.5	7.0	1.5	3.0	2.0	1.0	0.0	1.0	4.0	12.0	16.0
Maritimes	1.0	2.0	1.0	2.0	1.0	3.0	2.0	0.0	5.0	7.0	12.0
USA	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	0.0	1.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3. Relocation from											
Within Alberta	1.5	22.1	11.5	21.2	19.1	13.0	12.6	11.0	44.7	67.3	112.0
BC	0.0	3.5	1.0	1.5	0.0	0.0	0.0	1.0	1.0	6.0	7.0
NWT & Yukon	0.0	1.0	0.0	0.0	0.0	0.0	2.0	0.0	2.0	1.0	3.0
Sask	0.0	1.0	0.0	1.0	0.0	1.0	0.0	0.0	0.0	3.0	3.0
Man	0.0	1.0	0.0	0.0	0.0	0.9	0.0	1.2	0.0	3.0	3.0
Ont	0.0	1.0	0.0	0.0	0.0	2.0	2.0	0.0	2.0	3.0	5.0
Que	1.0	5.0	0.0	1.0	3.0	0.0	2.0	0.0	6.0	6.0	12.0
Maritimes	0.0	0.5	1.0	2.5	0.0	1.0	0.0	0.0	1.0	4.0	5.0
USA	0.0	1.0	0.0	0.0	1.0	0.0	1.0	1.0	2.0	2.0	4.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4. Return from leave	0.0	0.5	1.0	3.0	0.0	0.0	0.0	0.0	1.0	3.5	4.5
5. Reenter profession	0.0	3.6	3.0	8.9	2.0	3.7	0.0	5.8	5.0	22.0	27.0
6. From substitute staff	0.0	12.5	0.0	5.5	0.0	0.5	0.0	0.5	0.0	19.0	19.0
7. Other	0.0	0.0	1.0	0.0	0.0	0.0	1.0	2.0	2.0	2.0	4.0
8. Unknown	0.0	0.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.8
TOTALS	4.5	87.9	24.3	65.9	50.1	42.3	30.6	38.4	109.7	234.5	344.2

Chart 3: Teachers Hired into Vacancies 1989/90 by Specialties, Levels, and Sex

Specialties/Leve	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. Generalists	1.5	39.4	11.0	33.0	8.2	5.0	0.2	0.0	20.9	77.3	98.2
2. ECS	0.0	16.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16.6	16.6
3. English	0.0	0.0	0.0	0.3	7.0	9.7	1.5	2.7	8.5	12.6	21.1
4. Social	0.0	0.0	0.0	0.3	2.5	4.8	2.6	2.5	5.1	7.6	12.7
5. Math	0.0	0.0	0.0	0.0	3.5	2.0	3.3	1.0	6.8	3.0	9.8
6. Science	0.3	0.0	0.0	0.0	2.3	1.5	2.3	1.0	4.8	2.5	7.3
7. Chem	0.0	0.0	0.0	0.0	0.0	0.0	1.4	2.0	1.4	2.0	3.4
8. Phys	0.0	0.0	0.0	0.0	0.0	0.0	0.4	2.0	0.4	2.0	2.4
9. Bio	0.0	0.0	0.0	0.0	0.0	0.0	1.2	1.0	1.2	1.0	2.2
10. Fine Arts	1.0	0.4	0.2	5.3	0.5	1.0	1.5	2.0	3.2	8.7	11.8
11. Phys ED	0.3	0.0	1.3	0.3	7.6	3.8	4.0	2.8	13.2	7.0	20.3
12. Special ED	0.3	6.5	2.7	9.0	1.0	3.0	1.0	3.0	5.0	21.5	26.5
13. Bus. Ed.	0.0	0.0	0.0	0.0	0.0	0.0	4.0	6.4	4.0	6.4	10.4
14. IA	0.0	0.0	0.0	0.0	4.0	0.0	1.0	0.0	5.0	0.0	5.0
15. Home Ec.	0.0	0.0	0.0	0.0	0.0	3.0	0.0	3.0	0.0	6.0	6.0
16. French											
Second Lang	0.0	0.0	0.0	4.0	2.8	5.5	2.0	3.5	4.8	13.0	17.8
Immersion	0.0	19.0	4.0	7.0	4.0	1.0	0.0	0.5	8.0	27.5	35.5
Minority Lang	0.5	4.5	2.5	2.5	1.0	1.0	1.0	0.0	5.0	8.0	13.0
17. Other Foreign											
Arabic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cree	0.0	0.0	0.0	1.5		0.5	0.0	0.0	0.0	2.0	2.0
Hebrew	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Japanese	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mandarin	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Polish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ukranian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18. ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
19. Counsellors	0.3	0.1	0.3	0.1	0.3	0.5	2.0	1.5	3.0	2.2	5.2
20. Librarians	0.0	0.5	0.0	2.5	0.0	0.0	0.0	0.5	0.0	3.5	3.5
21. IOP	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0	2.0	1.0	3.0
22. Vocational	0.0	0.9	2.3	1.1	5.1	0.0	0.4	1.0	7.8	3.0	10.8
Autobody	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Automotives	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Beauty Culture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0
Building Construct	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
23. Other	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.3
TOTAL	4.5	87.9	24.3	66.7	50.7	42.3	30.6	38.4	110.2	235.3	345.6

Zone Two Results

Chart 4: Teachers Hired into Vacancies 1989/90 by Age Range and Sex

Age Ranges	unknown	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	TOTAL
Male	2.0	33.0	31.0	20.2	9.0	7.0	3.0	2.0	1.0	108.2
Female	7.0	81.5	63.3	32.0	27.8	15.0	2.0	3.0	1.0	232.5
TOTAL	9.0	114.5	94.3	52.2	36.8	22.0	5.0	5.0	2.0	340.7

ZONE TWO

SUMMARY OF COMMENTS

1. **In what subject areas or grade levels did you have the most difficulty recruiting this year?** (The subjects and number of times mentioned are listed below.)

- French Immersion 9
- French Minority 5
- FSL 4
- Band/Music 4
- Secondary French 3
- Science 3
- Teacher Librarian 3
- Fine Arts 2
- Counselling 2
- Special Education 2
- Hutterite Colony (Multi-grade position) 1
- Home Economics 1
- Health 1
- I.O.P. 1
- Physical Education 1
- Vocational Education 1
- [illegible] Bilingual 1
- Cree 1
- Business Education 1
- Voc. Ed. (Machine Shop) 1
- None 1

2. **In what subject areas or grade levels did you have the least difficulty filling positions this year?** (The subjects and number of times mentioned are listed below.)

- ECS/Elementary Generalist 12
- Language Arts 3
- Not applicable 2
- Social Studies 1
- Physical Education 1
- Part-time positions 1

3. **Were there any vacancies you couldn't fill? If yes, please specify grade levels and subject areas.** (The subjects and number of times mentioned are listed below.)

- No: 13; Yes: 5 Areas:
- Special Education for French Minority and Immersion programs in Junior High.
- Vocational Education (Machine Shop) 1
- Counsellors 2
- Teacher-Librarian 2
- ECS French Immersion 1

4. **Did you reassign or transfer teachers in order to staff difficult to fill subjects, specialties or grades? If yes, describe frequency and complexity of such assignments.**

- No; 13; Yes: 5 Description:
- Numerous in-school timetabling arrangements to accommodate new and existing programs. One between-school transfer - counselling.
- One Home Economics position; one teacher-librarian position.
- Transferred three teachers into Sr. High Science/Math positions.

5. **Did you find it harder to fill vacancies this year than last? Please explain.**

- No: 5; Yes: 12 Reasons:
- A greater number of specialty areas required filling.
- Less applications - quality lower.
- There appeared to be more teachers available last year.
- There appears to be a growing shortage of qualified teachers for French Minority and French Immersion programs.
- Filling Francophone/French Immersion positions is a perennial problem.
- Particularly French.
- Cree teachers are in extremely short supply.
- Particularly French and other specialty positions identified.
- Appeared to be movement in the teaching force and many people who applied in early May were not available in early June.
- Fewer applicants for all English positions. Fewer fully bilingual french-speaking applicants.
- Less unsolicited applications as well as substantially less applicants for advertised positions.

6. **Did you have more vacancies this year than last? If yes, please explain.**

- No: 6; Yes: 12 Reasons:
- Expanding enrollments and new programs.
- The number of teachers relocating may be indicative of a more open job market. Many of those choosing to relocate are able to fill the needs created by the expanding French Immersion programs.
- The number of vacancies in southern Alberta and Ontario in particular resulted in the large number of vacancies.
- More resignations; new program (French Minority).
- In the past, we seldom had to advertise to get applications. This year with advertising there did not appear to be an abundance of teachers.
- Several retirements and one new position; reduced staff last year.
- Several reasons: more retirements; more teacher mobility from more provincial vacancies; leaves of absence; maternity leaves with long term time off following child birth.
- Generally, more movement and the effect of leaves and LTD.

7. **Please provide any comments or supply any additional information you think may be useful to this study.**

- We will be facing a major shortfall in the very near future, especially in French, Science and Vocational Education.
- The main concern that this district experiences in staffing is keeping younger teachers who gravitate towards the larger centers after one, maximum two years.
- A very difficult and time consuming form.
- We had only one resignation this year out of 25 staff - not enough mobility for my taste!
- Quota to Education faculties must be reviewed.
- I found the University of Lethbridge's "Bachelor of Education Graduates: Job Seekers List" to be very valuable. Could not U. of Alberta or U. of Calgary have similar lists?
- It is becoming more obvious that Alberta Universities and Faculte St. Jean are not graduating enough candidates willing to teach in rural Alberta. Recruitment of French-speaking teachers is more difficult as there is greater competition from the Maritimes and Ontario.

- Due to the hiring practices of some of the large boards in other provinces (Quebec, Ontario and B.C.) and the fact that a large portion of our staffs are able to teach in French or English, we have many resignations after the normal deadline. Since we are small jurisdictions we cannot hire in anticipation that vacancies will occur. The ability of large jurisdictions to use hiring incentives (i.e., paying relocation allowances) puts smaller jurisdictions at a definite disadvantage.
- Increased difficulty selecting suitable personnel because of fewer high quality applicants. More opportunity for marginal teachers to appear at interviews. More requirement for better referee recommendations to assist in making least-risk decisions. Some information on hiring criteria and personnel management may prove useful during times of shortage.

Zone Three Results (excluding Edmonton Boards)

Chart 1: Reasons for Teacher Vacancies 1989/90

Reasons/Levels	ECS-3	4-6	7-9	10-12	TOTAL
1. Enrolment Increase	28.5	18.8	21.8	19.7	88.7
2. New Programs	9.5	8.0	6.4	15.4	39.3
3. Program Changes	2.3	2.5	5.8	4.5	15.1
4. Promotions	1.0	1.0	3.5	6.0	11.5
5. Resignations:					
a. to relocate	52.6	38.4	46.6	51.3	188.8
b. leave profession	6.0	9.6	4.0	6.4	25.9
c. to retire early	6.5	5.5	0.5	9.5	22.0
d. to retire regular	1.0	5.2	1.0	2.0	9.2
e. other	1.5	2.0	0.0	2.0	5.5
f. unknown	2.5	2.0	1.6	0.0	6.1
6. Leaves of Absence	46.1	26.0	26.8	20.0	118.8
7. Terminations	1.3	2.3	3.3	0.3	7.0
8. Tenure not granted	6.5	2.0	11.5	7.1	27.1
9. Long term disability	0.0	5.5	5.5	8.5	19.5
10. Other	2.3	1.3	2.0	2.4	7.9
TOTAL	167.4	129.9	140.0	155.0	592.3

Zone Three Results (excluding Edmonton Boards)

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

Sources/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. New Graduates - Alberta											
U of A	3.0	25.2	4.5	13.5	7.1	12.9	14.8	12.9	29.4	64.4	93.8
U of C	1.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	1.0	1.5	2.5
U of Leth	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Faculte	0.0	4.0	1.0	2.0	1.0	1.0	0.0	2.0	2.0	9.0	11.0
Cdn. Union College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. New Graduates - Other											
BC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	0.0	5.0	0.0	1.0	1.0	0.5	0.0	1.5	1.0	8.0	9.0
Man	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ont	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Que	0.9	5.5	3.0	3.0	4.0	5.0	0.0	0.5	7.9	14.0	21.9
Maritimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
USA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.5	0.0	1.0	0.0	1.5	1.5
3. Relocation from											
Within Alberta	3.3	52.2	5.8	30.4	22.3	30.0	29.2	25.1	60.5	137.6	198.0
BC	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	2.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	1.0	3.0	0.0	1.0	0.0	0.0	1.0	0.0	2.0	4.0	6.0
Man	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.5	0.5
Ont	0.0	1.0	1.0	0.5	0.0	1.0	0.0	0.0	1.0	2.5	3.5
Que	0.0	0.0	2.0	0.0	2.0	1.0	2.0	0.0	6.0	1.0	7.0
Maritimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
USA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	6.0	0.8	3.8	2.1	2.7	5.4	7.0	8.3	19.5	27.8
4. Return from leave	1.1	16.8	1.8	9.5	2.6	9.0	1.1	6.8	6.6	42.1	48.6
5. Reenter profession	0.0	7.1	0.0	4.4	2.9	4.1	0.8	9.5	3.7	25.0	28.7
6. From substitute staff	0.0	17.1	2.0	32.6	6.0	7.3	3.9	7.3	11.9	64.2	76.0
7. Other	2.0	6.5	0.5	4.0	1.0	0.5	1.0	2.9	4.5	13.9	18.4
8. Unknown	1.0	2.2	2.1	0.7	1.0	5.1	4.1	5.3	8.2	13.2	21.4
TOTALS	13.2	151.4	24.5	109.7	52.9	81.9	63.3	81.6	153.9	424.6	578.5

Zone Three Results (excluding Edmonton Boards)

Chart 3: Teachers Hired into Vacancies 1989/90 by Specialties, Levels, and Sex

Specialties/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. Generalists	4.0	77.9	9.5	54.5	4.8	6.8	1.0	1.0	19.3	140.3	159.5
2. ECS	0.0	26.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	26.3	26.3
3. English	0.0	3.5	0.0	0.0	1.0	8.6	5.5	13.2	6.5	25.3	31.8
4. Social	0.3	0.0	1.3	0.0	4.0	8.5	4.0	7.0	9.5	15.5	25.0
5. Math	0.0	0.0	0.0	0.0	2.0	5.8	4.3	6.0	6.3	11.8	18.1
6. Science	0.0	0.0	0.0	0.0	4.0	2.0	2.3	1.7	6.3	3.7	10.0
7. Chem	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
8. Phys	0.0	0.0	0.0	0.0	0.0	0.0	1.0	2.0	1.0	2.0	3.0
9. Bio	0.0	0.0	0.0	0.0	0.0	0.0	2.2	3.5	2.2	3.5	5.7
10. Fine Arts	0.0	1.0	1.8	5.9	4.0	11.1	1.5	3.8	7.3	21.7	29.0
11. Phys ED	1.3	0.7	1.0	1.0	4.0	5.6	3.3	3.0	9.5	10.2	19.7
12. Special ED	0.0	9.9	1.5	22.4	2.5	6.8	1.5	2.7	5.5	41.8	47.3
13. Bus. Ed.	0.0	0.0	0.0	0.0	0.5	1.0	3.7	5.0	4.2	6.0	10.2
14. IA	0.0	0.0	0.0	0.0	1.0	0.0	9.6	0.0	10.6	0.0	10.6
15. Home Ec.	0.0	0.0	0.0	0.0	0.0	3.5	0.0	6.5	0.0	10.0	10.0
16. French											
Second Lang	0.0	2.4	1.1	9.4	2.5	10.5	1.5	5.4	5.1	27.7	32.8
Immersion	6.0	25.1	7.0	10.8	10.0	7.3	1.0	5.3	24.0	48.3	72.3
Minority Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17. Other Foreign											
Arabic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hebrew	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	1.5	0.0	0.0	0.8	0.0	0.8	1.5	2.3
Japanese	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.4	0.0	0.4
Mandarin	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Polish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ukranian	0.0	1.0	0.0	0.0	0.0	0.0	0.8	0.0	0.8	1.0	1.8
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18. ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.5	0.5
19. Counsellors	0.0	0.8	0.0	2.8	4.0	1.3	0.0	2.5	4.0	7.3	11.3
20. Librarians	0.0	0.8	0.0	1.3	0.0	2.0	2.5	1.0	2.5	5.0	7.5
21. IOP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0
22. Vocational	0.6	0.7	1.6	1.0	3.8	1.2	8.1	2.7	14.1	5.6	19.6
Autobody	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Automotives	0.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0	3.0	0.0	3.0
Beauty Culture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	0.0	3.0	3.0
Building Constructi	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	2.0	0.0	2.0
General	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
23. Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	12.1	149.9	24.7	110.4	48.1	82.0	61.8	76.7	146.6	418.9	565.5

Zone Three Results (excluding Edmonton Boards)

Chart 4: Teachers Hired into Vacancies by Age Range and Sex

Age Ranges	unknown	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	TOTAL
Male	17.7	28.4	38.7	23.0	25.6	13.3	2.0	3.0	0.1	151.8
Female	45.1	96.0	100.0	57.0	53.5	39.6	7.4	4.5	1.0	403.9
TOTAL	62.8	124.3	138.7	80.0	79.1	52.9	9.4	7.5	1.1	555.7

ZONE THREE

SUMMARY OF COMMENTS

1. **In what subject areas or grade levels did you have the most difficulty recruiting this year?** (The subjects and number of times mentioned are listed below.)

- French Immersion 9
- French 8
- Counselling 7
- Band/Music 6
- FSL 3
- Industrial Arts 2
- Business Education 3
- Special Education 2
- Vocational Education 2
- Home Economics 1
- Bilingual Special Education 1
- Automotives 1
- Drama 1
- Native Education 1
- Secondary level 1
- None 1
- Sr. High Physics/Chem/Bio/Math combinations 2
- None, although Japanese as a Second Language posed special problems!

2. **In what subject areas or grade levels did you have the least difficulty filling positions this year?** (The subjects and number of times mentioned are listed below.)

- ECS/Elementary Generalist 21
- Not applicable 8
- Math 2
- Physical Education 2
- Special Education 2
- Science 1
- Social
- Language Arts 1
- Secondary courses, esp. P.E., S.S., English.

3. **Were there any vacancies you couldn't fill? If yes, please specify grade levels and subject areas.** (The subjects and the number of times each was mentioned are listed below.)

- No: 29; Yes: 3 Areas:
- FSL 1
- Native Ed. (Elementary) 1
- Sr. High Ind. Arts 1

4. **Did you reassign or transfer teachers in order to staff difficult to fill subjects, specialties or grades? If yes, describe frequency and complexity of such assignments.**

- No: 26; Yes: 6 Description:
- FSL to French Immersion.
- We advertise internally all continuing vacancies.
- To reduce staff in one area and increase staff in another.
- Increased 0.5 FTE position to 0.85 to staff French.
- Infrequent; not complex.
- Reassignment took place with French, Band, Bus. Ed. Prior to hiring, possible reassigning was presented and qualified applicants were chosen on the basis to cover other subjects.

5. **Did you find it harder to fill vacancies this year than last? Please explain.**

- No: 13; Reasons:
- Similar difficulties in past years.
- Problems every year with French Immersion.
- First year as a school jurisdiction, so we had nothing as a real comparison.
- Yes: 14 Reasons:
- Top candidates kept you guessing whether they would accept your offer - were obviously "shopping around".
- French Immersion teachers are fewer in supply and greater in demand Canada wide.
- The supply of teachers seeking employment is considerably smaller than in previous years.
- Last minute resignations caused problems.
- Late date of resignations.
- Certain combinations of Math/Science (Grade 10-12); Instrumental Music (Grade 7-12) and French are very difficult.
- Did not receive as many applications and some advertisements were not answered at all.
- More specialized areas vacated.
- Quality applications were received but were much fewer in number.
- Some, such as French.

6. **Did you have more vacancies this year than last? If yes, please explain.**

- No: 13; Reasons:
- No comparison; first year as a jurisdiction.
- There was a lot of movement at the junior high level.
- Number of staff changes below normal this year.
- Yes: 17 Reasons
- Expansion of French Immersion.
- We had an increase in resignations, release from contract requests, and extensions of leave requests.
- More resignations to take other positions.
- More movement this year; more opportunity to relocate.
- Younger staff moving on, more retirements, more young mothers.
- Teachers moving to promotions and positions in other systems.
- Staff retirements and resignations.
- Leaves of absence, resignations, enrolment increases.
- We had more resignations this year than last.
- New programs requested; reductions in pupil\teacher ratio, and turnover due to transfers of spouses impacted strongly.
- Increased length of school day, and Distance Ed. program.

7. Please provide any comments or supply any additional information you think may be useful to this study.

- With the exception of French Immersion, we had no difficulty recruiting teachers this year.
- I anticipate increased difficulty with staffing as younger staff move to the urban areas. Need to increase Outreach programs at the universities, or Harvey Zingle's Project Internship program for people coming to the teaching profession from industry?.
- Some of the new hires were for Distance Education.
- The Board is considering the implementation of a French Immersion program in Vegreville. The success of such a program depends in part on the long term availability of qualified teachers. We are concerned that the program may not get off the ground due to the shortage of teachers in specialized areas such as French.
- Jasper is a special location where one seldom finds recruitment problems. Moreover, the size of the jurisdiction is such that recruitment seldom poses a major problem.
- Our location close to Edmonton obviously helps us in the recruitment process.
- We get lots of applications for English speaking teachers, but French Immersion is difficult.
- We need more Alberta certificated and trained teachers for French as a Second Language. We hired several people from Saskatchewan. I feel their practicum is stronger, giving more opportunity to assess their real strengths over an extended period of time.
- We did a general teacher advertisement in the spring and received over 200 applications. Now, we advertise for specific positions.

Zone Four Results

Chart 1: Reasons for Teacher Vacancies 1989/90

Reasons/Levels	ECS-3	4-6	7-9	10-12	TOTAL
1. Enrolment Increase	16.0	4.0	6.9	4.0	30.9
2. New Programs	6.3	6.3	4.3	6.2	23.1
3. Program Changes	0.5	1.5	1.3	3.0	6.3
4. Promotions	0.0	0.0	2.0	19.7	21.7
5. Resignations					
a. to relocate	22.9	22.2	33.8	4.0	82.9
b. leave profession	3.5	6.9	8.0	3.5	21.9
c. to retire early	2.5	5.5	1.0	4.0	13.0
d. to retire regular	6.0	2.0	2.0	1.0	11.0
e. other	1.7	0.0	0.0	0.0	1.7
f. unknown	0.0	2.0	0.0	8.5	10.5
6. Leaves of Absence	12.3	11.5	10.0	0.0	33.8
7. Terminations	1.0	0.0	0.0	3.5	4.5
8. Tenure not granted	1.0	2.0	2.5	3.0	8.5
9. Long term disability	1.0	2.5	1.5	0.5	5.5
10. Other	1.3	1.0	1.5	0.0	3.8
TOTAL	75.9	67.4	74.8	60.9	278.9

Zone Four Results

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

Sources/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. New Graduates - Alberta											
U of A	1.0	11.5	2.5	6.2	9.5	7.5	4.5	5.5	17.5	30.7	48.2
U of C	1.0	5.0	0.0	3.5	2.6	4.0	1.5	1.5	5.1	14.0	19.1
U of Leth	0.0	0.0	1.0	0.0	3.5	1.0	0.5	6.0	5.0	7.0	12.0
Faculte	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cdn. Union College	0.0	1.5	1.0	0.0	0.0	0.0	0.0	0.5	1.0	2.0	3.0
2. New Graduates - Other											
BC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	1.0	1.0	0.0	0.0	0.0	2.0	0.0	0.0	1.0	3.0	4.0
Man	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0
Ont	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Que	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0
Maritimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
USA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.8	0.0	0.8	0.0	0.8
3. Relocation from											
Within Alberta	1.0	20.5	4.0	17.3	8.5	11.8	11.5	4.5	25.0	54.1	79.1
BC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0
Sask	0.0	1.0	0.0	2.0	0.0	1.0	0.0	1.0	0.0	5.0	5.0
Man	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0
Ont	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Que	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Maritimes	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
USA	0.0	0.0	2.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	2.0
Other	0.0	1.0	0.0	0.0	0.8	0.0	1.0	1.0	1.8	2.0	3.8
4. Return from leave	0.0	5.0	1.0	8.5	1.0	1.5	2.0	0.0	4.0	15.0	19.0
5. Reenter profession	1.0	4.2	1.5	8.0	1.0	4.2	0.5	5.0	4.0	21.3	25.3
6. From substitute staff	1.0	12.1	0.0	8.0	2.0	2.5	1.0	3.0	4.0	25.6	29.6
7. Other	0.0	2.3	0.0	0.0	0.5	1.0	0.5	0.0	1.0	3.3	4.3
8. Unknown	0.2	0.0	0.2	0.2	0.0	0.0	0.0	0.0	0.4	0.2	0.6
TOTALS	7.2	66.1	14.2	53.6	29.4	37.5	24.8	28.0	75.6	185.1	260.7

Zone Four Results

Chart 3: Teachers Hired into Vacancies 1989/90 by Specialties, Levels, and Sex

Specialties/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. Generalists	3.0	33.9	8.0	25.6	1.0	0.4	0.0	0.0	12.0	60.0	72.0
2. ECS	0.5	16.2	0.0	0.0	0.0	0.0	0.0	0.0	0.5	16.2	16.7
3. English	2.0	0.0	1.5	2.5	6.0	10.3	2.3	3.8	11.8	16.5	28.3
4. Social	0.0	0.0	0.0	1.0	4.4	2.0	2.3	0.3	6.6	3.3	9.9
5. Math	0.0	0.0	0.0	1.0	2.8	1.3	2.8	1.5	5.6	3.8	9.3
6. Science	0.0	0.0	0.0	0.0	6.2	3.4	1.3	0.0	7.5	3.4	10.9
7. Chem	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.5	0.5	0.5	1.0
8. Phys	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.5	1.0	0.5	1.5
9. Bio	0.0	0.0	0.0	0.0	0.0	0.0	4.3	1.0	4.3	1.0	5.3
10. Fine Arts	0.2	1.5	0.2	7.6	1.4	2.0	0.0	2.8	1.8	13.8	15.5
11. Phys ED	0.0	0.5	1.0	0.0	3.4	3.1	2.5	2.5	6.9	6.1	12.9
12. Special ED	0.0	9.7	1.0	7.0	0.8	1.0	0.5	3.0	2.3	20.7	23.0
13. Bus. Ed.	0.0	0.0	0.0	0.0	1.0	1.0	2.0	3.0	3.0	4.0	7.0
14. IA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
15. Home Ec.	0.0	0.0	0.0	0.0	0.0	6.6	0.0	4.0	0.0	10.6	10.6
16. French											
Second Lang	0.0	0.0	0.0	0.0	1.0	2.0	0.0	2.0	1.0	4.0	5.0
Immersion	1.0	8.0	2.0	3.0	1.0	1.0	0.0	0.0	4.0	12.0	16.0
Minority Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17. Other Foreign											
Arabic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hebrew	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0
Japanese	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mandarin	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Polish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ukranian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18. ESL	0.0	0.5	0.0	1.5	0.0	0.0	0.0	0.0	0.0	2.0	2.0
19. Counsellors	0.5	0.0	0.5	0.3	0.0	1.0	1.0	0.5	2.0	1.8	3.8
20. Librarians	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0
21. IOP	0.0	0.0	0.0	0.0	0.0	1.5	1.0	0.0	1.0	1.5	2.5
22. Vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.5	0.0	0.0
Autobody	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Automotives	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Beauty Culture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0
Building Constructi	0.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	1.3	0.0	1.3
General	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.8
Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
23. Other	0.0	0.0	0.0	0.0	0.5	0.0	1.8	0.8	2.3	0.8	3.1
TOTAL	7.2	70.3	14.2	49.5	29.4	37.5	24.8	28.0	75.6	185.2	260.8

Zone Four Results

Chart 4: Teachers Hired into Vacancies 1989/90 by Specialties, Levels, and Sex

Age Ranges	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	TOTAL
Male	25.6	23.5	15.0	6.0	6.0	0.5	0.0	0.0	76.6
Female	80.2	37.5	17.8	26.0	15.6	6.0	3.0	0.0	185.9
TOTAL	105.8	61.0	32.8	32.0	21.6	6.5	3.0	0.0	262.5

ZONE FOUR

SUMMARY OF COMMENTS

1. **In what subject areas or grade levels did you have the most difficulty recruiting this year?** (The subjects and the number of times each was mentioned are listed below.)

- French Immersion 4
- French 4
- Home Economics 3
- Special Education 3
- Secondary English 2
- Jr./Sr. High Math/Science 2
- Beauty Culture 1
- Voc Ed (Drafting,Bldg.Constr.) 1
- Chemistry 1
- Biology 1
- Band 1
- Business Education 1
- Counselling 1
- F.S.L. 1
- Administration 1
- None 1

2. **In what subject areas or grade levels did you have the least difficulty filling positions this year?** (The subjects and the number of times each was mentioned are listed below.)

- ECS/Elementary Generalist 13
- Junior High Social Studies 2
- Math Secondary 2
- Language Arts (Sec.) 1
- Physical Education (Secondary) 1
- Not applicable 1

3. **Were there any vacancies you couldn't fill? If yes, please specify grade levels and subject areas.**

- No: 13; Yes: 0 Comments:
- Difficulty finding people who are "multi-talented".

4. **Did you reassign or transfer teachers in order to staff difficult to fill subjects, specialties or grades? If yes, describe frequency and complexity of such assignments.**

- No: 12; Yes: 4 Description:
- 14 staff members were reassigned to meet program needs and generally take better advantage of their expertise.
- Transferred one teacher to Junior High FSL; arranged bursary placement for that teacher for 6 weeks this summer at Riviere du Loop.
- Increased time of part-time Junior High French teacher due to resignation of another part-time French teacher.
- We usually transfer for a variety of reasons. Difficult-to-fill assignments are transferred into only when transferee also feels the need to change.

5. **Did you find it harder to fill vacancies this year than last? Explain.**

- No: 6 Reasons:
- It was easier this year; however, we started to recruit earlier.

- Yes: 9 Reasons:
- The number of quality candidates seemed to be fewer this year.
- Fewer quality applicants; applicant were also more reluctant to sign a contract because of the potential for employment elsewhere.
- More teacher movement.
- Unable to hire for the unusual split of French/Physical Education; increased 0.5 Junior High teacher to 0.75 to accomodate French 10 position.
- Availability of specialty teachers.
- Less candidates to choose from.

6. **Did you have more vacancies this year than last? If yes, please explain.**

- No: 5 Reasons:
- A year ago we had more retirements and leaves.
- Yes: 11 Reasons:
- 3.5% growth in 89/90 compared with 2.0% in 1988/89; more Leaves of Absence.
- New programs at French Immersion K-4; enrolment increases.
- We created some new positions (e.g., counselling, ECS) which added to the number of vacancies in our school system.
- We had about double the number of vacancies this year.
- More than twice as many in 1989 compared to 1988.
- Most who left were young, single teachers with us for two years or more (maximum of four years).
- More staff movement.
- Additional vacancies created by teachers not wanting to teach full-time.
- There appeared to be a greater opportunity for teachers to relocate.

7. **Please provide any comments or supply any additional information you think may be useful to this study.**

- Simplify the reporting. This was very time consuming!
- Lots of applications in response to any advertising.
- We have many persons who display an interest in moving to our area. It is most difficult to find new graduates who can teach two or three sciences (Chemistry, Biology, Physics) as well as Math or some other subjects at the high school level, and this is necessary in our small schools.
- We like to hire the new graduates who "student teach" in our system.
- Many positions were filled by using unsolicited resumes.
- There is getting to be too much movement after May 30th deadline. People on contract after May 30th should not be led to believe that they will be released "when another jurisdiction offers them a job". No offers should be made by superintendents without first asking the supplying jurisdiction about a release. After the fact is too late to keep teachers happy.
- Having difficulty finding a Beauty Culture teacher.
- It will soon be difficult to staff schools in remote areas such as ours. It is already very difficult to find staff who like these areas despite their urban background. Science and Math teachers will be very difficult; so will specialties such as music. All our schools also need to be generalist at the secondary level.
- Many applicants are careless in applying with duplicated enclosed letters and applications; not tailored to particular positions.
- Teacher shortages in foreign language (French) appears to be critical. As well, teacher counsellors and psychometrists appear to be in short supply.

Zone Five Results (excluding Calgary Boards)

Chart 1: Reasons for Teacher Vacancies 1989/90

Reasons/Levels	ECS-3	4-6	7-9	10-12	TOTAL
1. Enrolment Increase	17.0	16.4	11.5	6.9	51.8
2. New Programs	1.5	1.5	2.5	1.5	7.0
3. Program Changes	1.0	2.5	1.0	0.0	4.5
4. Promotions	0.0	1.0	1.5	0.0	2.5
5. Resignations:					
a. to relocate	16.3	7.9	9.9	8.7	42.9
b. leave profession	1.5	3.0	2.0	1.0	7.5
c. to retire early	0.0	1.2	2.9	2.9	7.0
d. to retire regular	1.7	2.7	0.7	0.0	5.0
e. other	1.5	2.0	0.0	1.0	4.5
f. unknown	0.0	0.5	0.5	0.0	1.0
6. Leaves of Absence	10.0	13.1	6.0	4.0	33.1
7. Terminations	0.0	3.0	0.0	0.0	3.0
8. Tenure not granted	1.3	0.8	2.8	3.0	8.0
9. Long term disability	0.0	1.0	1.0	0.5	2.5
10. Other	9.0	10.0	5.5	9.5	34.0
TOTAL	60.9	66.6	47.9	39.0	214.3

Zone Five Results (excluding Calgary Boards)

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

Sources/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. New Graduates - Alberta											
U of A	0.0	4.5	0.0	3.5	5.5	2.5	4.5	4.5	10.0	15.0	25.0
U of C	0.5	14.5	6.3	14.0	1.0	5.4	0.0	3.7	7.8	37.5	45.3
U of Leth	0.0	2.0	0.0	0.0	0.0	1.0	2.0	0.0	2.0	3.0	5.0
Faculte	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cdn. Union College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. New Graduates - Other											
BC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	0.0	1.3	0.0	1.5	0.0	0.0	0.0	0.0	0.0	2.8	2.8
Man	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ont	0.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	1.0	1.0
Que	0.0	3.0	1.0	0.0	0.0	0.0	0.0	0.0	1.0	3.0	4.0
Maritimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
USA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3. Relocation from											
Within Alberta	1.0	13.3	7.0	13.8	8.0	18.7	8.5	4.2	24.5	50.0	74.5
BC	0.0	0.0	1.0	0.9	0.0	2.0	1.0	0.0	2.0	2.9	4.9
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	0.0	1.0	0.0	0.8	0.5	2.5	2.0	1.5	2.5	5.8	8.3
Man	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ont	0.0	0.0	0.0	2.0	0.0	0.0	0.0	0.3	0.0	2.3	2.3
Que	0.0	1.0	1.0	1.0	0.0	0.0	0.0	0.0	1.0	2.0	3.0
Maritimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
USA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4. Return from leave	0.0	2.8	0.0	1.5	0.0	0.5	0.0	0.0	0.0	4.8	4.8
5. Reenter profession	0.0	4.5	0.0	5.5	0.0	0.3	1.8	0.3	1.8	10.5	12.3
6. From substitute staff	0.0	5.9	0.0	5.5	0.0	0.5	0.0	0.8	0.0	12.7	12.7
7. Other	0.5	1.0	0.0	1.1	0.5	0.0	3.5	0.5	4.5	2.6	7.1
8. Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTALS	2.0	54.8	16.3	51.0	15.5	34.4	23.3	15.7	57.1	155.8	212.9

Zone Five Results (excluding Calgary Boards)

Chart 3: Teachers Hired into Vacancies 1989/90 by Specialties, Levels, and Sex

Specialties/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. Generalists	2.0	33.1	12.3	33.9	3.0	8.4	4.0	0.0	21.3	75.3	96.6
2. ECS	0.0	7.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.4	7.4
3. English	0.0	0.0	0.0	2.0	1.5	5.5	1.5	4.7	3.0	12.2	15.2
4. Social	0.0	0.0	0.0	0.8	0.5	1.0	0.8	0.0	1.3	1.8	3.1
5. Math	0.0	0.0	0.0	0.0	1.2	0.0	1.5	1.0	2.7	1.0	3.7
6. Science	0.0	0.0	1.0	0.0	0.0	1.0	1.5	0.5	2.5	1.5	4.0
7. Chem	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	2.0
8. Phys	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
9. Bio	0.0	0.0	0.0	0.0	1.0	0.0	0.0	0.3	1.0	0.3	1.3
10. Fine Arts	0.0	1.3	0.0	0.8	0.0	3.1	1.0	0.0	1.0	5.2	6.2
11. Phys ED	0.0	0.0	0.0	3.5	4.8	1.5	0.5	0.9	5.3	5.9	11.2
12. Special ED	0.0	2.5	0.0	6.5	1.3	4.3	0.0	0.0	1.3	13.3	14.6
13. Bus. Ed.	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	2.0
14. IA	0.0	0.0	0.0	0.0	1.5	0.0	2.5	1.0	4.0	1.0	5.0
15. Home Ec.	0.0	0.0	0.0	0.0	0.0	3.0	0.0	1.6	0.0	4.5	4.5
16. French											
Second Lang	0.0	0.0	0.0	0.3	0.0	4.1	0.0	1.5	0.0	5.9	5.9
Immersion	0.0	10.0	3.0	1.0	0.0	1.0	0.0	0.0	3.0	12.0	15.0
Minority Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17. Other Foreign											
Arabic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hebrew	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Japanese	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mandarin	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Polish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ukranian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18. ESL	0.0	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.0	0.6	0.6
19. Counsellors	0.0	0.0	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	2.0
20. Librarians	0.0	0.5	0.0	0.5	0.0	0.5	0.0	0.5	0.0	2.0	2.0
21. IOP	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.5	0.0	0.5
22. Vocational	0.0	0.0	0.0	0.0	0.3	0.5	0.5	0.0	0.5	0.5	0.5
Autobody	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Automotives	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
Beauty Culture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Building Constructi	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0
Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
23. Other	0.0	0.0	0.0	1.0	0.0	0.6	5.5	0.7	5.5	2.3	7.8
TOTAL	2.0	54.8	16.3	51.0	15.5	34.4	23.3	15.7	57.1	155.8	212.8

Zone Five Results (excluding Calgary Boards)

Chart 4: Teachers Hired into Vacancies by Age Range and Sex

Age Ranges	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	TOTAL
Male	11.0	16.5	11.0	7.8	7.5	2.8	0.0	1.0	57.6
Female	55.8	36.3	24.9	21.4	10.1	5.0	1.6	0.0	155.2
TOTAL	66.8	52.8	35.9	29.2	17.6	7.8	1.6	1.0	212.7

ZONE FIVE

SUMMARY OF COMMENTS

1. **In what subject areas or grade levels did you have the most difficulty recruiting this year?** (The subjects and the number of times each was mentioned are listed below.)

- French Immersion 4
- Band Instructor 3
- Computer Sciences 2
- Special Education 2
- Physical Education 2
- None 2
- French (in combination with Industrial Arts, and Music or Drama)
- French as Second Language 1
- Automotives 1
- Senior High Science 1
- Senior High Social 1
- Math 1
- Hutterite Colony 1

2. **In what subject areas or grade levels did you have the least difficulty filling positions this year?** (The subjects and the number of times each was mentioned are listed below.)

- ECS/Elementary Generalist 10
- Social Studies 2
- Language Arts 2
- Industrial Education 1
- Physical Education 1
- Business Education 1
- Not applicable 1

3. **Were there any vacancies you couldn't fill? If yes, please specify grade levels and subject areas.**

- No: 12; Comment:
- Teacher in Junior High French has very limited training.
- Yes: 4; Areas:
- Junior /Senior High Computers/Social Studies combination.
- Classroom teacher able to teach band.
- Temporary French Immersion, Grade One.

4. **Did you reassign or transfer teachers in order to staff difficult to fill subjects, specialties or grades? If yes, describe frequency and complexity of such assignments.**

- No: 9; Yes: 5; No response: 1 Description:
- Three reassignments; no difficulty
- Reassigned teacher to Grade 1/2 split
- Occasionally
- Band

5. **Did you find it harder to fill vacancies this year than last? Please explain.**

- No Response: 1; No: 7 Reasons:
- French always difficult.
- We had a good selection of candidates for almost all positions.
- Yes: 7 Reasons:
- French.
- Fewer quality people applying.
- Former Board may have waited too long into 1989/90 school year for French Immersion hiring.
- Combinations were quite difficult. Found out that we lost many prospects by not holding interviews until after closing date; expect to change procedure next year.
- Because of the specialist required this year.

6. **Did you have more vacancies this year than last? If yes, please explain.**

- No: 5; Yes: 10 Reasons:
- Increased enrolment due to improved economy and two new plants.
- Greater increase in enrolment this year.
- Part of a 2-3 year cycle of young, single teachers.
- A number of teachers who had been looking to move either to the city or to other larger centers were successful this year. Also, I believe that teachers felt more confident about moving to a new position and giving up tenure, given that there were so many more positions available (seven columns some days in the Calgary Herald).
- More resignations.
- A higher number of teachers than normal took advantage of a "Special Sabbatical Leave" provision; Calgary Board hired a number of experienced teachers from here.
- The teachers that resigned were young women who wished to relocate into larger centres. It is hard to find young, or for that matter any teachers to relocate to Drumheller.

7. **Please provide any comments or supply any additional information you think may be useful to this study.**

- The Banff location attracts many and very talented applications. We're lucky I guess.
- A number of "companies" have approached me with the suggestion that they do our French Core and French Immersion hiring. I wonder how well respected these companies are?
- It is increasingly difficult to find young graduates who are able to adapt successfully to our rural, often split grades, and general teaching assignments.
- Drumheller area seems to be a difficulty when requiring specialist teachers, as they are in demand everywhere. Also, education seems to becoming more of a specialist in every area rather than the generalist teacher. At least it appears this way in our system.

Zone Six Results

Chart 1: Reasons for Teacher Vacancies 1989/90

Reasons/Levels	ECS-3	4-6	7-9	10-12	TOTAL
1. Enrolment Increase	7.1	6.3	4.5	5.1	23.0
2. New Programs	2.3	2.4	3.8	4.6	13.1
3. Program Changes	4.2	2.0	1.5	1.0	8.7
4. Promotions	0.8	2.8	1.3	1.8	6.5
5. Resignations					
a. to relocate	19.0	20.5	24.6	22.0	86.1
b. leave profession	1.5	2.1	4.5	2.0	10.1
c. to retire early	5.4	6.3	4.5	3.0	19.2
d. to retire regular	7.2	0.3	3.2	2.3	12.9
e. other	2.5	1.0	0.0	0.0	3.5
f. unknown	0.0	0.0	0.0	0.0	0.0
6. Leaves of Absence	16.0	13.9	15.8	12.6	58.2
7. Terminations	0.0	0.0	0.0	1.0	1.0
8. Tenure not granted	2.3	1.6	2.3	1.8	8.0
9. Long term disability	2.0	1.0	1.5	1.5	6.0
10. Other	1.0	1.0	3.6	0.0	5.6
TOTAL	71.1	61.1	71.0	58.7	261.8

Zone Six Results

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

Sources/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. New Graduates - Alberta											
U of A	0.0	0.0	0.0	0.0	1.0	1.0	3.0	0.0	4.0	1.0	5.0
U of C	0.0	1.0	2.0	1.0	2.0	0.0	2.0	0.0	6.0	2.0	8.0
U of Leth	0.0	14.3	4.0	8.3	4.8	8.2	4.4	8.5	13.1	39.4	52.5
Faculte	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cdn. Union College	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2. New Graduates - Other											
BC	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	0.3	1.5	0.3	0.5	0.3	0.0	0.3	0.0	1.0	2.0	3.0
Man	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	1.0
Ont	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Que	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Maritimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
USA	0.0	1.5	0.0	1.5	0.0	0.0	0.0	0.0	0.0	3.0	3.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3. Relocation from											
Within Alberta	2.5	18.7	1.5	9.1	9.0	9.4	10.0	10.4	23.0	47.5	70.5
BC	0.0	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.0	0.8	0.8
NWT & Yukon	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sask	0.0	2.0	0.0	2.0	0.0	2.0	0.0	0.0	0.0	6.0	6.0
Man	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ont	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
Que	0.0	0.0	0.0	0.0	1.0	1.7	0.0	0.3	1.0	2.0	3.0
Maritimes	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
USA	1.0	0.0	0.0	0.0	0.0	1.0	0.0	0.0	1.0	1.0	2.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
4. Return from leave	0.0	7.5	2.0	6.0	2.5	2.0	2.0	2.5	6.5	18.0	24.5
5. Reenter profession	0.0	5.0	0.0	4.0	1.0	4.6	4.0	3.1	5.0	16.6	21.6
6. From substitute staff	0.0	11.7	1.5	6.6	5.5	6.2	2.0	1.1	9.0	25.6	34.6
7. Other	0.0	2.2	0.0	0.8	1.0	0.0	0.0	0.0	1.0	2.9	3.9
8. Unknown	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTALS	3.8	65.3	11.3	39.7	28.0	36.9	28.6	26.8	71.6	168.7	240.3

Chart 3: Teachers Hired into Vacancies by Specialties, Levels, and Sex

Specialties/Levels	ECS-3		4-6		7-9		10-12		TOTALS		TOTAL
	M	F	M	F	M	F	M	F	M	F	
1. Generalists	3.5	30.8	8.0	17.5	0.0	1.5	0.0	0.0	11.5	49.8	61.3
2. ECS	0.0	19.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19.8	19.8
3. English	0.0	1.2	1.0	3.3	2.5	4.9	4.0	6.6	7.5	15.9	23.4
4. Social	0.0	0.2	1.0	0.7	1.8	2.2	2.9	0.0	5.6	3.0	8.6
5. Math	0.0	0.0	0.0	0.5	1.0	0.5	1.5	2.0	2.5	3.0	5.5
6. Science	0.0	0.0	0.0	0.2	6.7	0.6	2.0	0.0	8.7	0.8	9.5
7. Chem	0.0	0.0	0.0	0.0	0.0	0.0	2.3	0.0	2.3	0.0	2.3
8. Phys	0.0	0.0	0.0	0.0	0.0	0.0	0.8	2.0	0.8	2.0	2.8
9. Bio	0.0	0.0	0.0	0.0	0.0	0.0	1.5	1.0	1.5	1.0	2.5
10. Fine Arts	0.3	4.3	0.3	4.9	4.8	2.5	2.3	2.3	7.5	14.1	21.6
11. Phys ED	0.0	0.3	1.0	0.1	1.7	3.4	0.5	5.0	3.2	8.7	11.9
12. Special ED	0.0	6.3	1.0	6.0	4.0	5.0	0.0	2.8	5.0	20.1	25.1
13. Bus. Ed.	0.0	0.0	0.0	0.0	0.0	0.5	2.0	1.0	2.0	1.5	3.5
14. IA	0.0	0.0	0.0	0.0	2.0	0.0	2.0	0.0	4.0	0.0	4.0
15. Home Ec.	0.0	0.0	0.0	0.0	0.0	1.6	0.0	1.0	0.0	2.6	2.6
16. French											
Second Lang	0.0	0.0	0.0	0.2	0.5	6.0	2.5	1.9	3.0	8.1	11.1
Immersion	0.0	4.0	0.0	3.6	1.0	0.7	0.0	0.3	1.0	8.6	9.6
Minority Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17. Other Foreign											
Arabic	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cree	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Hebrew	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
German	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Japanese	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mandarin	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Polish	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Ukranian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18. ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
19. Counsellors	0.0	0.0	0.0	0.0	0.1	0.2	0.0	0.0	0.1	0.2	0.3
20. Librarians	0.0	0.0	0.0	0.8	1.0	0.5	0.0	1.0	1.0	2.3	3.3
21. IOP	0.0	0.0	0.0	0.0	1.0	4.5	0.5	0.0	1.5	4.5	6.0
22. Vocational	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Autobody	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
Automotives	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
Beauty Culture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Building Construct	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
General	0.0	0.0	0.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	1.0
Horticulture	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
23. Other	0.0	0.1	0.0	0.5	0.0	3.4	1.5	0.0	1.5	4.0	5.5
TOTAL	3.8	66.8	12.3	38.2	28.0	37.8	29.1	26.9	73.1	169.7	242.8

Zone Six Results

Chart 4: Teachers Hired into Vacancies by Age Range and Sex

Age Ranges	<25	26-30	31-35	36-40	41-45	46-50	51-55	>55	TOTAL
Male	15.1	16.0	15.0	14.0	6.0	6.5	0.0	0.0	72.6
Female	55.4	31.2	24.7	23.7	23.6	8.3	3.0	0.5	170.4
TOTAL	70.5	47.2	39.7	37.7	29.6	14.8	3.0	0.5	243.0

ZONE SIX

SUMMARY OF COMMENTS

1. **In what subject areas or grade levels did you have the most difficulty recruiting this year?** (The subjects and the number of times each was mentioned are listed below.)

- French 8
- Music 4
- Special Education 4
- Industrial Arts 2
- Junior High Art, Drama 2
- Visual Communications 1
- Guidance Counsellor 1
- Chemistry 1
- Physics 1
- Beauty Culture 1
- Senior High Science 1
- Math/Science Junior High 1
- Principal 1
- None 3

2. **In what subject areas or grade levels did you have the least difficulty filling positions this year?** (The subjects and the number of times each was mentioned are listed below.)

- ECS/Elem. Generalists 14
- Physical Education 3
- Social Studies 3
- Not applicable 5

3. **Were there any vacancies you couldn't fill? If yes, please specify grade levels and subject areas.**

- No: 19; Comments:
- It took a month longer to complete staffing than the previous year.

- Yes: 3 Areas:
- At the moment, have no French.
- Junior High Language Arts/Physical Education combination, Language Arts/Drama combination. Actually filled them, but with less than preferred credentials; circumstances dictated that the search was in mid-June.

4. **Did you reassign or transfer teachers in order to staff difficult to fill subjects, specialties or grades? If yes, describe frequency and complexity of such assignments.**

- No: 15; Yes: 6 Comments:
- Had many good elementary teachers at Colony Schools.
- Home Economics and Counselling (both at secondary level).
- Occurred after school commencement - needed a teacher in place immediately; involved major internal shifting of staff and an additional .50 teacher to be hired.
- We reassigned staff to cover a Business Education position. The reassigned had less expertise in this area than the person who left.
- Guidance Counsellor and French teacher reassigned.
- Three French positions; one Special Education position.

5. **Did you find it harder to fill vacancies this year than last? Explain.**

- No: 11; Comments:
- Number of resumes received for double the jobs was 60% of last year.
- Few vacancies to fill; retained all French Immersion staff.
- Also had difficulty with an Instrumental Music position last year.
- French Immersion teachers are still difficult to come by.

- Yes: 10 Reasons:
- Fewer applicants with qualifications.
- In specialties.
- Smaller pool of well-qualified applicants.
- Had more vacancies to fill.
- French Immersion.
- Getting someone in French is becoming difficult in a rural area.
- Took longer to complete staffing than the previous year.
- Quality applicants were hired earlier in the recruitment process by other jurisdictions.
- More advertising required; fewer applicants.

6. **Did you have more vacancies this year than last? If yes, explain.**

- No: 14; Reasons:
- Good year re French Immersion.
- Turnover was about one third lower this year. We had 5 retired last year and none this year.
- Had more trouble trying to place teachers returning from LOAs.
- About the same.

- Yes: 7 Reasons:
- More leaves of absence (2).
- More people moved to other jurisdictions.
- Early retirement; new policy of granting full-year maternity leaves.
- More mobility of our single staff members.
- eachers who wanted to leave found positions this year. Last year they all tried to leave but without success.
- A few more LOAs and teachers relocating.

7. **Please provide any comments or supply any additional information you think may be useful to this study.**

- I was fortunate that staffing was completed by late spring.
- We were fortunate this year being able to hire early in the spring.
- Good supply of generalists; Mathematics and Science lacking in junior high/elementary applicants; French almost non-existent; ECS hard because positions are only part time.
- We had most difficulty with I.A. position - one reason being lateness of resignation; it is becoming increasingly difficult to hire top quality administrators - pool seems to be very thin; seems to be a surplus of Social Studies and/or Physical Education majors (particularly at the secondary level); applications for math position were thin.
- It is definitely getting harder to staff small, isolated schools.
- This is definitely the beginning of a teacher shortage. Recruitment will become progressively more difficult in the years ahead.

- We had approximately the same number of applicants as in past years; however, most jurisdictions (especially EPSB) are recruiting earlier; they were recruiting all month of January and for the first time sent a recruiting team to University of Lethbridge. An additional source of recruiting competition at the universities at least, were Ontario's larger school jurisdictions. An additional source of information for this study should be the Career and Placement Services at the three universities. We have fewer (and maybe somewhat lower calibre) substitute teachers on our list this year. We pretty well had to take everyone who applied to substitute this year, whereas in other years there was plenty of choice.

CASS

Office: 403 Barrett Drive, Red Deer, Alberta T4R 1J2 Phone: 343-0152

June 16, 1989

To: Superintendents of Schools

From: Marvin S. Bruce
Executive Director

Re: CASS Teacher Supply Study 1989/90

The Executive Of CASS agreed after the meeting on February 9, 1989 of its Table Officers with the Deans of the four Faculties of Education to carry out a survey of teacher supply and demand as experienced by superintendents in hiring teaching staff for the 1989/90 school year. Both CASS Executive and the Deans were of the view that a teacher shortage was developing, at least in some specialties, and that a survey should be done to assess and describe the situation.

Of particular concern to the CASS Executive were the quotas imposed on enrolments by some faculties and plans by others to implement quotas. In addition, faculties were also developing plans to implement optional five year teacher preparation programs. These plans by the faculties seemed poorly timed if, in fact, a teacher shortage was developing. The Executive decided that information was needed to determine if the general perception of an emerging shortage was accurate. If accurate, then the Executive reasoned that CASS should use its information to attempt to influence the government and universities to take remedial action.

Subsequent to this decision, CASS was advised that the Cooperative Committee on Research in Teacher Education was developing a proposal to conduct a detailed, in-depth study of teacher supply and demand. The CCRTE, made up of representatives of the ASTA, ATA, Alberta Education and the Universities of Alberta and Calgary, asked CASS to become a member of the Committee and to carry out, as part of the CCRTE study, the survey of teacher supply and demand for the 1989/1990 school year. The Executive of CASS agreed to the request and the Executive Director developed in cooperation with the Planning Secretariat, Alberta Education the enclosed survey instrument CASS Teacher Supply Study 1989/90.

You are requested to use the survey instrument to report information on the teacher vacancies which occur in your

. . . . 2

school system and on the teachers which you engage to fill the vacancies. CASS is particularly interested in learning which school systems experienced difficulties in hiring and in which teaching specialties there were shortages of suitable applicants. If you were unable to fill certain vacant positions ensure that this is reported. Please keep accurate records so that you are able to complete the survey as of September 15 and return it to me by September 30, 1989.

Should you require further clarification please contact me or if that is not possible contact Elaine Solez, Planning Consultant, Alberta Education at 427-2991 who assisted with designing the survey form and is well-informed on the study.

The Executive hopes that we can get a one hundred per cent response to this survey so I am asking you to please ensure that the survey is completed and returned. Your valuable assistance will be much appreciated and hopefully will have an influence on future teacher supply in Alberta.

Yours truly

Marvin Bruce

Marvin S. Bruce
Executive Director

MSB/kb

CASS Teacher Supply Study 1989/90

Appendix I

Respondent ..... **Title** .....

School Jurisdiction ..... **Phone** .....

Purpose of CASS Teacher Supply Study 1989/90

The purpose of this survey is to identify for the 1989/90 school year: 1) the number of teacher vacancies to be filled by the beginning of the school year, 2) the reasons for the vacancies by level, 3) the recruitment sources for teachers hired to fill the vacancies, 4) the number of teachers hired by level and specialty to fill the vacancies, 5) demographic characteristics of teachers hired to fill the vacancies, and 6) your experience this year in recruiting teachers. Report only those teachers hired to fill a specific vacancy who were not on your regular staff in 1988/89. You will receive a report on the results of the study.

Chart 1: Reasons for Teacher Vacancies 1989/90

On Chart 1, please report the number of teacher vacancies your jurisdiction had to fill in 1989/90 at each grade-level grouping by reason for the vacancy. If you have any part-time vacancies to report, please list them as their portion of a full-time position, for example, .5 for half-time; .67 for two-third's time, etc. If you have any split vacancies to report, indicate the portion assigned at each level, for example, .5 Grade 3, .5 Grade 4. Sometimes when a vacancy occurs, it is filled by reassigning current staff which creates another vacancy; to the extent possible, please report the reasons for such vacancies in the first place, not the number of vacancies filled by reassignments. An opportunity to comment on reassignments is given in question 4 on the last page of the survey.

Reasons/Levels	ECS-3	4-6	7-9	10-12
1. Enrolment Increase				
2. New Programs				
3. Program Changes				
4. Promotions				
5. Resignations:				
a. To Relocate				
b. To Leave Profession				
c. To Retire Early				
d. To Retire Regular				
e. Other _____				
f. Unknown				
6. Leaves of Absence				
7. Terminations				
8. Tenure Not Granted				
9. Long Term Disability				
10. Other_____				

Chart 2: Recruitment Sources for Teachers Hired into Vacancies 1989/90

On chart 2 please report the number of teachers hired for 1989/90 who were not on your regular staff in 1988/89 by sex within each grade-level grouping from each recruitment source. Use decimals for part-time and split positions. List additional provinces or foreign countries at the bottom or on the back of the page if necessary for reporting either new graduates or relocating teachers hired.

Sources/Levels	ECS-3		4-6		7-9		10-12	
	M	F	M	F	M	F	M	F
1. New Graduates - Alberta								
U of Alberta								
U of Calgary								
U of Lethbridge								
Faculté St. Jean								
2. New Graduates - Other List province or country								
_____								
_____								
_____								
_____								
_____								
_____								
_____								
_____								
3. Relocation from								
within Alberta								
Out of Province List province or country								
_____								
_____								
_____								
_____								
_____								
_____								
_____								
_____								
_____								
4. Return from Leave								
5. Re-enter profession								
6. From substitute staff								
7. Other _____								
_____								
8. Unknown								

Chart 3: Teachers Hired into Vacancies 1989/90 by Specialties, Levels, and Sex

On this chart please report on the number of teachers hired for 1989/90 who were not on staff in 1988/89 by grade-level grouping, sex and subject-area. Use decimals to indicate part-time and split assignments, for example: .75 for three-quarter's time; .4 ESL, .6 English or .5 Grade 3, .5 Grade 4. If necessary, list additional foreign languages or vocational education subjects at the bottom or on the back of the page.

Specialties/Levels	ECS-3		4-6		7-9		10-12	
	M	F	M	F	M	F	M	F
1. Generalists								
2. ECS								
3. English/Lang. Arts								
4. Social Studies								
5. Mathematics								
6. General Science								
7. Chemistry								
8. Physics								
9. Biology								
10. Fine Arts								
11. Physical Education								
12. Special Education								
13. Business Education								
14. Industrial Education								
15. Home Economics								
16. French								
- As a Second Lang.								
- Immersion								
- Minority Language								
17. Other Foreign Lang.								
List: _____								
_____								
_____								
18. ESL								
19. Counsellors								
20. Teacher-Librarians								
21. IOP								
22. Vocational Education								
List: _____								
_____								
_____								
_____								
_____								
23. Other _____								

Chart 4: Teachers Hired into Vacancies 1989/90 by Age Range and Sex

In chart 4, please report the number of teachers hired into vacancies in 1989/90 by age range and sex. Use decimals to indicate part-time teachers.

Age Ranges	≤25	26-30	31-35	36-40	41-45	46-50	51-55	>55
Male								
Female								

1. In what subject area(s) or grade level(s) did you have the most difficulty recruiting this year? _____

2. In what subject area(s) or grade level(s) did you have the least difficulty filling positions this year? _____

3. Were there any vacancies you couldn't fill? ❑ Yes ❑ No If yes, please specify grade level(s) and subject area(s): _____

4. Did you re-assign or transfer teachers in order to staff difficult-to-fill subjects, specialties, or grades?
   ❑ Yes ❑ No Please describe frequency and complexity of such reassignments: _____

5. Did you find it harder to fill vacancies this year than last? ❑ Yes ❑ No Please explain: _____

6. Did you have more vacancies this year than last? ❑ Yes ❑ No Please explain: _____

7. Please provide any comments or supply any additional information you think may be useful to this study:

8. Would you be willing to participate in a follow-up telephone interview? ❑ Yes ❑ No

Thank you very much for your participation. Please return your completed survey by September 30, 1989 to:

Marvin Bruce
Executive Director
Conference of Alberta School Superintendents
403 Barrett Drive
Red Deer, Alberta
T4R 1J2

APPENDIX J

INFORMATION ON THE ALBERTA TEACHING FORCE

1981/82 TO 1989/90

1. Number of Teachers in the Public and Separate Systems by Zone

2. Average Age of Teachers in the Public and Separate Systems by Zone

3. Average Years of Teaching Experience of Teachers in the Public and Separate Systems by Zone

4. Public and Separate System Teachers by Gender and Zone

1. TEACHERS IN PUBLIC AND SEPARATE SCHOOL SYSTEMS IN ALBERTA, 1981/82 TO 1989/90

School Year	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Provincial	% increase
1981/82	1,616	1,886	9,606	2,048	7,370	2,467	25,016	
1982/83	1,701	1,958	10,004	2,105	7,855	2,599	26,222	4.82
1983/84	1,725	2,005	10,089	2,116	8,099	2,632	26,668	1.70
1984/85	1,835	2,057	10,117	2,179	8,223	2,682	27,093	1.59
1985/86	1,829	2,052	10,120	2,204	8,379	2,722	27,306	0.79
1986/87	1,821	1,992	10,144	2,175	8,458	2,670	27,260	-0.17
1987/88	1,804	1,991	10,129	2,171	8,319	2,722	27,136	-0.45
1988/89	1,794	1,984	10,166	2,194	8,438	2,656	27,232	0.35
1989/90	1,894	2,017	10,773	2,292	8,744	2,699	28,419	4.36

Source: Alberta Education Certificated Personnel Records

Corporate and Fiscal Planning
Alberta Education
June, 1990

2. AVERAGE AGE OF TEACHERS IN PUBLIC AND SEPARATE SYSTEMS IN ALBERTA, 1981/82 TO 1989/90

School Year	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Provincial	% increase
1981/82	35.07	35.91	37.16	37.51	36.97	38.52	37.03	
1982/83	35.39	36.03	37.35	37.53	36.91	38.34	37.10	0.19
1983/84	35.90	36.26	37.75	38.02	37.53	38.42	37.53	1.16
1984/85	35.85	36.61	38.32	38.25	38.20	38.70	38.01	1.28
1985/86	36.14	36.70	38.63	38.37	38.58	38.96	38.31	0.79
1986/87	36.08	37.01	38.88	38.57	38.97	39.05	38.57	0.68
1987/88	36.51	37.34	39.32	38.63	39.47	39.23	38.96	1.01
1988/89	36.90	37.57	39.52	38.64	39.90	39.57	39.25	0.74
1989/90	37.21	37.59	39.62	38.99	40.03	39.97	39.42	0.43

Source: Alberta Education Certificated Personnel Records

Corporate and Fiscal Planning
Alberta Education
June, 1990

3. AVERAGE YEARS OF TEACHING EXPERIENCE OF TEACHERS IN PUBLIC AND SEPARATE SYSTEMS IN ALBERTA, 1981/82 TO 1989/90

School Year	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5	Zone 6	Provincial	% increase
1981/82	9.25	10.99	11.34	11.76	10.89	12.43	11.18	
1982/83	10.46	11.90	12.12	12.49	11.40	13.00	11.90	6.44
1983/84	10.96	12.10	12.57	13.06	11.91	13.15	12.32	3.53
1984/85	10.88	12.00	12.94	12.95	12.43	13.05	12.59	2.19
1985/86	10.52	11.70	13.01	12.80	12.54	12.95	12.57	-0.16
1986/87	10.39	11.86	13.24	12.96	12.89	13.08	12.79	1.75
1987/88	10.74	12.19	13.69	13.11	13.34	13.24	13.18	3.05
1988/89	10.87	12.19	13.75	13.08	13.67	13.46	13.33	1.14
1989/90	10.82	12.13	13.72	13.22	13.68	13.75	13.36	0.23

Source: Alberta Education Certificated Personnel Records

Corporate and Fiscal Planning
Alberta Education
June, 1990

4. ALBERTA PUBLIC AND SEPARATE SYSTEM TEACHERS BY GENDER AND ZONE, 1981/82 TO 1989/90

ZONE	1981/82		1982/83		1983/84		1984/85		1986/87		1987/88		1988/89		1989/90	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ZONE 1																
MALE	684	42.3%	706	41.5%	714	41.4%	746	40.7%	740	40.6%	723	40.1%	709	39.5%	742	39.2%
FEMALE	932	57.7%	995	58.5%	1,011	58.6%	1,089	59.3%	1,081	59.4%	1,081	59.9%	1,085	60.5%	1,152	60.8%
TOTAL	1,616	100.0%	1,701	100.0%	1,725	100.0%	1,835	100.0%	1,821	100.0%	1,804	100.0%	1,794	100.0%	1,894	100.0%
ZONE 2																
MALE	789	41.8%	819	41.8%	844	42.1%	854	41.5%	829	41.6%	812	40.8%	790	39.8%	794	39.4%
FEMALE	1,097	58.2%	1,139	58.2%	1,161	57.9%	1,203	58.5%	1,163	58.4%	1,179	59.2%	1,194	60.2%	1,223	60.6%
TOTAL	1,886	100.0%	1,958	100.0%	2,005	100.0%	2,057	100.0%	1,992	100.0%	1,991	100.0%	1,984	100.0%	2,017	100.0%
ZONE 3																
MALE	3,934	41.0%	4,067	40.7%	4,075	40.4%	4,091	40.4%	3,979	39.2%	3,954	39.0%	3,913	38.5%	4,022	37.3%
FEMALE	5,672	59.0%	5,937	59.3%	6,014	59.6%	6,026	59.6%	6,165	60.8%	6,175	61.0%	6,253	61.5%	6,751	62.7%
TOTAL	9,606	100.0%	10,004	100.0%	10,089	100.0%	10,117	100.0%	10,144	100.0%	10,129	100.0%	10,166	100.0%	10,773	100.0%
ZONE 4																
MALE	983	48.0%	991	47.1%	1,004	47.4%	1,008	46.3%	1,001	46.0%	965	44.4%	977	44.5%	991	43.3%
FEMALE	1,065	52.0%	1,114	52.9%	1,112	52.6%	1,171	53.7%	1,174	54.0%	1,206	55.6%	1,217	55.5%	1,300	56.7%
TOTAL	2,048	100.0%	2,105	100.0%	2,116	100.0%	2,179	100.0%	2,175	100.0%	2,171	100.0%	2,194	100.0%	2,291	100.0%
ZONE 5																
MALE	2,954	40.1%	3,062	39.0%	3,121	38.5%	3,161	38.4%	3,140	37.1%	3,069	36.9%	3,058	36.2%	3,091	35.3%
FEMALE	4,416	59.9%	4,793	61.0%	4,978	61.5%	5,062	61.6%	5,318	62.9%	5,250	63.1%	5,380	63.8%	5,653	64.7%
TOTAL	7,370	100.0%	7,855	100.0%	8,099	100.0%	8,223	100.0%	8,458	100.0%	8,319	100.0%	8,438	100.0%	8,744	100.0%
ZONE 6																
MALE	1,219	49.4%	1,244	47.9%	1,242	47.2%	1,258	46.9%	1,230	46.1%	1,230	45.2%	1,197	45.1%	1,194	44.2%
FEMALE	1,248	50.6%	1,355	52.1%	1,390	52.8%	1,424	53.1%	1,440	53.9%	1,492	54.8%	1,459	54.9%	1,505	55.8%
TOTAL	2,467	100.0%	2,599	100.0%	2,632	100.0%	2,682	100.0%	2,670	100.0%	2,722	100.0%	2,656	100.0%	2,699	100.0%
PROVINCIAL																
MALE	10,566	42.2%	10,889	41.5%	15,668	58.8%	11,118	41.0%	10,919	40.1%	10,753	39.6%	10,644	39.1%	10,834	38.1%
FEMALE	14,450	57.8%	15,333	58.5%	11,000	41.2%	15,975	59.0%	16,341	59.9%	16,383	60.4%	16,588	60.9%	17,584	61.9%
TOTAL	25,016	100.0%	26,222	100.0%	26,668	100.0%	27,093	100.0%	27,260	100.0%	27,136	100.0%	27,232	100.0%	28,418	100.0%

Source: Alberta Education Certificated Personnel Records

Corporate and Fiscal Planning
Alberta Education
June, 1990